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ED 010 112 1-09-67 24 (REV)
A SUMMER PILOT RESIDENTIAL EDUCATIONAL PROJECT FOR CULTURALLY DEPRIVED YOUTH.
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TA064293 UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA
CRP-Z-002
BR-5-0044
- -65
EDRS PRICE MF-$0.27 HC-$6.56 164P.

PILOT PROJECTS, *DISADVANTAGED YOUTH, *SUMMER PROGRAMS, *EDUCATIONAL OPPORTUNITIES, VOCATIONAL EDUCATION, *WORK EXPERIENCE PROGRAMS, GUIDANCE COUNSELING, *LEARNING MOTIVATION, LEARNING EXPERIENCES, PHILADELPHIA, PENNSYLVANIA

THE EFFECTIVENESS WAS STUDIED OF A UNIQUE EDUCATIONAL PROJECT, CONDUCTED DURING 6 WEEKS OF A SUMMER, ON THE MOTIVATIONAL EXPERIENCES AND LEARNING ENHANCEMENT OF DISADVANTAGED YOUTH (UNEMPLOYABLE AND UNDEREDUCATED). THE 100 PARTICIPATING MALE YOUTHS, AGES 16 TO 21, WERE EACH ASSIGNED TO COUNSELORS FOR ADMINISTRATIVE AND SUPERVISORY CONTROL AND TO DORMATORIES WHERE THEY LIVED DURING THE WEEK FOR THE DURATION OF THE PROGRAM, RETURNING TO THEIR HOMES FOR WEEKENDS. PARTICIPANTS WERE PAID $10 EACH WEEK AND RECEIVED A $25 BONUS AT THE CONCLUSION OF THE PROJECT. THE FOLLOWING EXPERIENCES WERE PROVIDED--BASIC EDUCATION, VOCATIONAL EXPERIENCE, PHYSICAL FITNESS, GROUP COUNSELING, AND INDIVIDUAL GUIDANCE. EVALUATIVE INSTRUMENTS WERE DESIGNED AND ADMINISTERED TO TRAINEES, COUNSELORS, SUPERVISORS, AND OTHERS. IN ADDITION, A CRITICAL REVIEW WAS ACCOMPLISHED AT THE CONCLUSION OF THE 6-WEEK PERIOD THROUGH GROUP INTERACTION AMONG CONSULTANTS, STAFF MEMBERS, AND OTHER CONCERNED PERSONNEL, ALL OF WHOM HAD OBSERVED THE PROJECT IN PROGRESS. IN GENERAL, IT WAS FOUND THAT THE PARTICIPATING YOUTHS RESPONDED FAVORABLY TO THE OVERALL PROJECT. MAJOR MOTIVATIONAL FUNCTIONING APPEARED THROUGH INTERPERSONAL STUDENT TEACHER RELATIONSHIPS. IMPLICATIONS SUGGESTED THAT SIMILAR PROJECTS COULD PROVIDE SIGNIFICANT GUIDELINES FOR EDUCATIONAL AND VOCATIONAL PROGRAM DEVELOPMENT. (JH)

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TITLE

A SUMMER PILOT RESIDENTIAL EDUCATIONAL PROJECT FOR CULTURALLY DEPRIVED YOUTH

COOPERATIVE RESEARCH PROJECT NO. Z-002

HOWARD E. MITCHELL, PH.D.
PROJECT DIRECTOR

THE HUMAN RESOURCES PROGRAM

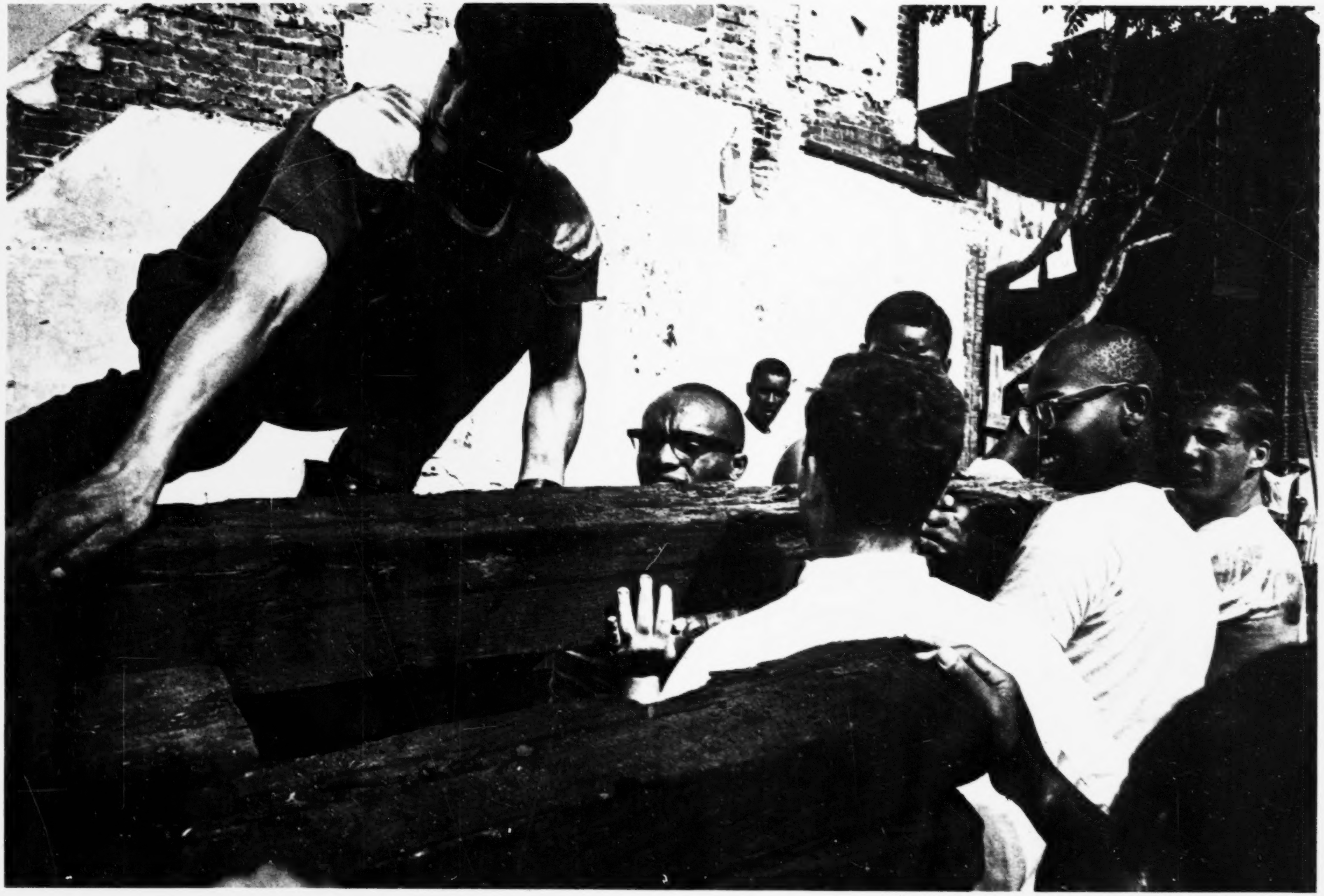
THE UNIVERSITY OF PENNSYLVANIA

PHILADELPHIA, PENNSYLVANIA

1965

THE RESEARCH REPORTED HEREIN WAS SUPPORTED BY THE COOPERATIVE RESEARCH PROGRAM OF THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

ED010112



"TEAMWORK" – AN INTERPERSONAL FEATURE OF THE PROGRAM

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4. PROBLEMS ON WHICH THIS RESEARCH PROGRAM WAS FOCUSED

The Human Resources Program was established at the University of Pennsylvania by President Gaylord P. Harnwell in April, 1964, as a mechanism through which student, faculty and administration efforts might be coordinated in the areas of education, and human and industrial relations pertaining to social change and equal opportunity programs. The staff of the Human Resources Program (HRP) immediately became aware of the urgent need to study the characteristics, behavior, social attitudes, learning problems and aspirations of the many ethnic sub-groups which comprise the large group of unemployed youth for whom the regular educational institutions of American society are inadequate. We were particularly interested in observing the reactions of these students to new types of learning situations and materials.

The purpose of the research program was to experiment with a residential educational project for culturally deprived males 16-21 years of age. The program was designed to serve as a laboratory for social scientists and educators to:

(a) learn more about the nature and problems of the various racial and ethnic youth sub-populations comprising the nation's educational and employment failures, and to

(b) provide the critical analysis of the program's strength and limitations and potentials for interested school systems, social agencies, community action and other appropriate groups, and make recommendations for the design and operation of other programs.

5. OBJECTIVES

The program objectives were the following:

(a) To conduct a residential summer educational and vocational project for culturally deprived 16-21 year old males representative of major sub-groups comprising the population classes of unemployable undereducated youth . The purpose was to provide a controlled laboratory for social scientists and educators who wished to observe and plan systematically for this neglected group.

(b) To provide an opportunity for behavioral scientists and educators to observe, study and measure students' cognitive and affective reactions to various educational innovations (e.g. the Gategno Words-In-Color reading technique), motivational systems and a unique educational-vocational program operating in an informal setting.

(c) To allow social psychologists, sociologists, and other behavioral scientists an opportunity to observe and study the effect of the specially created environment on the enrollees self-image, aspirational level, group status and relationships to authority and adult leadership.

(d) To follow the individual students after the termination of the program in an effort to determine their post-program adjustment and ways in which they felt the program had been helpful to them.

(e) To make a carefully detailed study of administrative and logistical practices, policies and problems which would serve as guidelines for other programs.

6. RELATED RESEARCH

Many educators would argue that the problem of finding ways to encourage youth to complete high school is one of the most crucial current issues in American education. There is evidence to support the view that large numbers of adolescent students become frustrated by the schools' demands and by repeated punishment or lack of rewards. The potential dropout often sees little relevance in school learning or the realities he sees ahead. All that is interesting and meaningful to him at this stage is often his membership in a peer society that has no place in the school. (National Committee for Children and Youth, 1961; Schreiber, 1964; Miller, 1963)

If the individual regards higher education as appropriate and available for him, his learning at the adolescent level proceeds relatively smoothly. The school system appropriately rewards him as well as his parents and other associates in a variety of status giving ways. However, if he does not hope or aspire for higher education and he sees no relevance of secondary education for his occupational future, he "marks time" until he is permitted to drop out of school or until he completes secondary education if pressed hard to do so.

The below-grade achievement level of many educationally deprived youth has been well documented. In fact, the U.S. Department of Health and Welfare publication Dropouts: Selected References provides an excellent review of findings and new approaches to the dropout problem at state, county and local levels. (U.S. Department of Health, Education and Welfare, 1965).

For the most part the research exhaustively reviewed in the above publication refers to the role of the public school in affecting changes in the attrition rates of pupils in secondary schools. A unique feature of this project is its residential character. Therefore, we looked equally to the research literature of custodial institutions and found the rehabilitative programs of Highfields, New Jersey (McCorkle, Elias and Bixby, 1958) and Provo, Utah (Empey and Rabow, 1964) suggestive of fresh thinking. From leads in these programs we viewed the organizational structure of the program as one dynamic social system. Every attempt was made to create a social system in which the learner would participate through their elected leadership in the decision making of the educational program in the residential setting.

It was anticipated that a sensitive area of interpersonal conflict within the social system would be between the middleincome resident counselor-teacher and the "culturally deprived" dropout largely from a working-class background. The research literature emerging from the initial years of the Peace Corps gave some suggestions as to anticipated "cultural clashes." Particularly helpful was an article by English, Leopold and Duhl (Leopold and Duhl, 1964) which showed the type of "emotional innoculations" helpful before exposing the helping agent to his culturally different client.

Also relevant is the literature on socially disapproved behaviors (delinquency and school dropout) among male adolescents. A number of investigators during the past decade have reported findings which associate severe deviation (habitual delinquency) with a lack of impulse control (Gough and Peterson, 1952; McCord and McCord, 1956; Sarbin and Jones, 1955). Other investigators postulate that a failure to assimilate an adult value system may account for some deviate behavior (McGuire and White, 1952; Maslow and Diaz-Guerrero, 1960). Studies by Kvaraceus (Kvaraceus, 1959), Glueck and Glueck (Glueck and Glueck, 1950) and Lichter, Rapien, Siebert and Sklansky (Lichter, Rapien, Seibert and Sklansky, 1962) report that deviation (delinquency and school dropout behaviors) is associated with lower social class membership. Moreover, Kelly and Veldman have recently demonstrated that school withdrawal may not be the seed of delinquency, but both may be a product of behavioral impulsivity (Kelly and Veldman, 1964).

7. PROCEDURES

After a period of staffing and planning and establishing contact with key community groups, approximately 180 out-of-school, unemployed males were recruited from 19 formal and informal social agencies, community groups and school systems in Metropolitan Philadelphia. Upon arrival at the University they were screened medically to identify any infectious diseases, serious disabilities or addictive states. A Personal Data Form as well as a series of three tests (Gray Oral Reading, Form A; Woody-McCall Math; and Wide-Range Achievement Spelling) were administered. The latter two instruments were needed to determine math and reading achievement levels.

The program was staffed by personnel drawn from the University of Pennsylvania faculty and a number of other agencies and institutions. A staff organization chart and the individuals involved are presented in Appendix II. One hundred and twenty who met medical standards were invited to report at 9 A.M., July 6, 1964 to participate in a six-week program. On the above date however, about 175 arrived accompanied by 35 of their mothers requesting entry into the program. The overflow includes friends, relatives and fellow gang members who had been told about the program by the invited participants and wanted to be included. The first 100 on the invitee list were selected and immediately assigned to a resident counselor for administrative and supervisory control.

The one hundred trainees referred by 19 formal and informal agencies included 30 referred by the courts or area gang workers. Racially, 68 were Negro and 32 white. They ranged in age from 16 to 20 with 79 percent 16 or 17 years. Eighty percent of the group were from impoverished areas of Philadelphia and the remaining 20 percent from outlying "rural" communities within a 35 mile radius of the city. Included were the nuclei of several urban corner gangs; one gang was represented by its leader (i.e. its "runner") and eight members. Of the seven youths dismissed from the program for infractions of rules, five were members of this group.

The trainees, many of whom were living for the first time in a satisfying environment, initially demonstrated tension and anxiety. Rumors spread that the group was going to be attacked by hostile urban gangs. Exploration revealed many of the trainees felt defenseless since weapons were not permitted and we had, in effect, physically and psychologically disarmed them in foreign territory.

During the second week of the program each unit of 10 trainees elected a member to represent them on a Trainee Student Council which met at least twice weekly with the director, counselor supervisors and an elected counselor representative.

The 10 counselors and two alternates in the program, were college students or graduates from the University of Pennsylvania or elsewhere. With the exception of one 19 and one 43 year old counselor, all were between 20 to 23 years of age. Ten of the counselors were white and two Negro. The career interests of the counselor groups ranged from English, History, International Relations to Education and in one instance, teaching the culturally disadvantaged. Some of the counselors were chosen because they had reputations for militant campus leadership on civil rights issues, and others because of leadership in athletics as well as in academic pursuits. All brought histories of working at one time or another in summer camps, settlements or tutorial projects. The older counselor was included as typifying the unique contributions and problems of the older volunteer in domestic Peace Corps-type programs for youth. The counselors lived in the dormitories with the trainees, who were divided into groups of 10, and sought to develop an esprit de corps and understand and handle individual problems and appreciate potential for growth and development. Following the 10 day training period the counselors were divided into two groups; teaching and work site counselors. The first group had the responsibility under the supervision of experienced teachers of administering the educational program. The vocational counselors accompanied the groups on their daily vocational activities. This role was, of course, in addition to the basic role of resident counselor. We were interested in observing the extent to which the counselor was able to play effectively multiple roles in this setting. Each unit of counselors was immediately responsible to a supervisor who reported directly to the program director.

The training and orientation program for the counselor personnel began on June 25 with a two-day workshop in the Words-In-Color reading instruction technique conducted by Dr. Dorothea Hinman, Education Consultant, Encyclopedia Britannica Company. Sessions conducted during the week of June 28 included orientation to the dimensions and intent of the program, training in small group dynamics, and further instruction in the experimental reading technique selected for project use. Five of the counselors with special skills were designated as teachers, and the other five were assigned to supervise afternoon vocational activities.

During the morning hours, classes were held in reading (using the Gategno Words-In-Color technique), in mathematics (using as a curriculum guide, the text by Bernstein and Wells entitled Trouble Shooting Math Skills) and a more informal hour of discussion aimed at strengthening communication skills, self-confidence and self-concept, while at the same time instructing how to obtain employment and attitudes toward the excessive use of alcohol, civil rights, and relations with authority.

Reading classes were grouped according to achievement level as indicated by the initial test series, (Gray Oral Reading, Form A; Woody-McCall Math; and Wide Range Achievement, Spelling) in groups of twenty each. During the course of the program further tests were administered: The Air Force Aptitude Vocational Test, the Gates Reading Comprehension Test; and The PTI Oral Directions Test, the Revised Beta IQ Test; and for comparison purposes, the Wide-Range Math Achievement Test and Form B of the Gray Oral Reading Test were administered at the conclusion of the six week period.

Trainees engaged in various pre-vocational and vocational experiences during the afternoons. About one-third of the group was assigned to University of Pennsylvania vocational apprenticeships on the basis of their past experience and qualifications as exhibited by test results obtained as of that time and their expressed desires for given types of training. These young men gained work experience in printing, groundskeeping and gardening, mechanical and architectural drafting, electrical repair, clerical tasks, and woodworking.

The remaining two-thirds of the group was assigned to various construction projects in communities bordering on the University area. In these projects, which were undertaken in cooperation with neighborhood associations and the Redevelopment Authority, City of Philadelphia, a number of house fronts were painted (the paint being provided by the tenant) and several large vacant lots were cleared and transformed into tot lots, gardens, and sitting areas.

Two evenings per week were spent at the University pool and gymnasium. Group counseling and individual guidance took the majority of the counselors' time when no planned event was in progress. A substantial amount of individual tutoring in reading and math also took place during the evening hours. Planned evening activities included films, attendance at a professional baseball game, jazz and folksinging performances, and a "Town Meeting" on civil rights, sports panel and invited speakers.

BUILDING A GARDEN PLOT IN COOPERATION WITH COMMUNITY LEADERSHIP IN MANTUA

During the final week of the program, the project carried out its responsibility for making each trainee aware of existing public and private training employment, and educational opportunities in the community. Leaders of such programs, as well as representatives of the Philadelphia School District were invited to speak to the group, and the group was also informed about their possible enrollment in the Youth Job Corps Training Centers under the then pending Office of Economic Opportunity. An evening "graduation" ceremony was held late in the final week. Awards were made for outstanding performance in the classroom and on the job, for leadership in the Trainee Student Council and to winners of the basketball tournament. A certificate indicating satisfactory completion of the program was awarded to each trainee.

The graduation was highlighted by the presentation to the project director of a small replica of the "Santa Maria" by one of the trainees for the group. Inscribed below the ship were these words written by the presentor:

> "We the men of your program, wanted to show you our appreciation for making these past six weeks possible. We have bought you a little gift, one to convey our thanks. Our small gift is a replica of the ship used by another pioneer of long ago -- the "Santa Maria". Our project has been like a

ship, and you a captain steering a straight course, guiding us, your varied crew. We have weathered some bad storms, rough weather and choppy seas, but we have made it -- together. You have been a true pioneer and captain, Dr. Mitchell. We would like this little ship to tell you how much we have appreciated all you've done for us. We are looking forward to seeing this little ship on your desk at Indiantown Gap. There is a lot more that we could say --- but now ----- Thank you and smooth sailing!

From your
91 Friends "

Over the course of the six week period, the following evaluative instruments were specially designed and administered: Evaluation of Overall Program by Trainees; Evaluation of Educational Program by Trainees; Evaluation of Educational Program by Teaching Counselors; Evaluation of Counselors by Volunteer, Educational and Vocational Supervisors; Evaluation of Staff by Counselors; Individual Profile Evaluations of Trainees by Counselors; Personal Data Forms on Trainees; Evaluation of Staff Training Week by Counselors; Counselors' Weekly Written

Reports; Job Supervisors' Weekly Reports; and a Research Follow-up Form which asked the Trainees to list three friends with whom they would be likely to communicate about their experiences in the program. A profile on each trainee and a report on his summer performance was compiled and sent to the relevant referral sources.

A research memorandum was prepared which compiled and analyzed the demographic characteristics of the trainee population (race, age, socio-economic status, residence, family unit, record of delinquency, formal educational level, educational abilities and vocational aptitude), and attempted to compare these characteristics with those of the male dropout population across the nation.

The program was observed by teaching interns of the Graduate School of Education, University of Pennsylvania, educators and business and industrial leaders on several occasions. Staff, consultants and key personnel (especially members of the President's Task Force, War on Poverty) from other programs and universities participated in a two-day critical review at the conclusion of the six-week period.

Interest in the program was so great that a colored slide series was developed and shown to numerous community groups so as not to interfere with the conduct of the project.

The official photographer of the Peace Corps photographed the project. Some of these photographs appear on the cover and pages 7, 10, and 22 of the Congressional Budget Presentation for the Office of Economic Opportunity, April, 1965, Vol. I, entitled "The First Step . . . On A Long Journey". Likewise photographs on pages 5 and 7 of the official VISTA brochure entitled "An Invitation to Serve" are from this project, although credit is not cited in either publication, nor was notification given that the materials were going to be so used.

In keeping with the objective of sharing the project experience with educators and social scientists, presentations have been made at the following professional meetings by the indicated staff member:

PROGRAM	PLACE	DATE	STAFF MEMBER
Unemployed Youth in Our Society - A Disruptive Force for Locale and State Government	Fels Institute Univ. of Penna.	Sept. 3-4 1964	Shostak
Penna. Sociological Association	Philadelphia	Sept. 15	Shostak
Cantebury Ass'n Conf.	Univ. of Penna.	Oct. 11	Shostak
Equal Opportunity Conf.- The Job Aspects	Wharton School Univ. of Penna.	Nov. 13	Mitchell
Municipal Managers Conference	Fels Institute Univ. of Penna.	Nov. 19	Mitchell

PROGRAM	PLACE	DATE	STAFF MEMBER
The Free Library of Philadelphia Institute	Phila. Library	Dec. 5	Shostak
Trenton Poverty Conf.	Trenton, N. J.	Dec. 7	Shostak
Health & Welfare Council, West Phila. Regional Conf.	Philadelphia	Dec. 17	Mitchell Shostak
Human Resources Comm., City of Phila. Poverty Program	Philadelphia	Dec. 30	Shostak
Trustees - Univ. of Penna.	Univ. of Penna.	Jan. 22, 1965	Mitchell
Ventnor Foundation Annual Conference	Atlantic City, New Jersey	Jan. 30, 1965	Mitchell
Princeton Univ. Summer Studies Staff	Princeton, N.J.	Feb. 19	Mitchell
American Orthopsychiatric Association	New York, N. Y.	March 20	Mitchell
Lea School Home & School Conference	Philadelphia	April 7	Mitchell
Boston Student Service Conference	Boston, Mass.	April 9	Mitchell
Amer. Guidance and Personnel Association	Minneapolis, Minnesota	April 14	Mitchell
Montgomery County Social Workers Ass'n.	Philadelphia	April 14	Stine
Wilmington Poverty Conference	Wilmington, Delaware	April 21	Shostak

PROGRAM	PLACE	DATE	STAFF MEMBER
Phila. International Program for Youth Leaders & Social Workers	Commercial Museum, Phila.	May 7	Mitchell
Teachers Institute on Desegregation of Schools	Penna. Military College, Chester, Penna.	July 2	Mitchell
General Education Program for Teachers, Temple University	Albright College Reading, Penna.	July 14	Mitchell
General Education Program for Teachers, Temple University	William Penn High School, Harrisburg, Penna.	July 15	Mitchell
Conference of State Chiefs of Psychology in U.S.P.H. Service	Chicago, Illinois	Sept. 1	Mitchell
Training Program for Teachers	Penna. Military College, Chester, Penna.	Dec. 18	Mitchell
Asian & African Agriculturalists	Council for International Visitors, Phila. Penna.	Dec. 20	Mitchell
Boston School Conference	Boston, Mass.	Dec. 21	Mitchell
Conference on Vocational Education	Benjamin Franklin High School, Phila. Penna.	Feb. 1 1966	Mitchell
Hellenic University Club	University of Penna., Phila. Penna.	Feb. 25	Mitchell

PROGRAM	PLACE	DATE	STAFF MEMBER
St. John's Settlement House	St. Luke Epiphany, Phila.	March 29	Mitchell
"Education in Large Urban Areas" Family Service of Phila.- West District	Catto School Phila., Penna.	May 12	Mitchell
"University of the Air" WFIL-TV - "The Third Dimension", Serving the Neglected	WFIL-TV Phila., Penna.	May 17	Shostak Mitchell
Radcliffe Alumni Annual Meeting	Bryn Mawr College Penna.	May 21	Mitchell

8. ANALYSIS OF DATA AND FINDINGS

A. Demographic characteristics of the trainee population.

Key items analyzed from the Guidance Summary Form for Educational-Vocational Counseling developed by G.K. Bennett and C.E. Orback include: (1)age, (2)race, (3)socio-economic status, (4)residence, (5)family unit, (6)formal educational level and (7) level of educational attainment.

This data was obtained on the original 100 youth selected for the project by project interviewers under considerable pressure during the initial processing for admission to the project. Subsequent information reveals that the dominant motivation was to get into the program. Hence, four youth still enrolled in school stated they had already "dropped-out." Likewise, we suspect a tendency when this data was obtained to understate information related to areas of social pathology and personal inadequacy.

1. Age and Race

Table 1 shows the distribution by age and race of the 100 trainees.

Table 1

Distribution of 100 Trainèes by Age and Race

Race	Age 16 Yrs.		17 Yrs.		18 Yrs.		19 Yrs.		20 Yrs.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Negro	26	38	26	38	11	17	5	7	0	0	68	100
White	13	41	14	44	3	10	1	3	1	3	32	100
	39		40		14		6		1		100	

Despite personal contacts with community leaders, clergy, and the local office of the Commonwealth of Puerto Rico, no Puerto Rican youngsters were referred. Farm labor opportunities combine with a relatively small Puerto Rican population in Philadelphia to explain this fact.

Most striking in Table 1 is the youthfulness of the group. While the legal minimum age for leaving school in Pennsylvania is age 17, 39 percent of the group falls below that age. Counselor interviews suggest, however, that the 16 year-old trainees were in fact moving toward drop-out status. If it were not for the law requiring employment as a condition for legalized school leaving at age 16, these young men would probably all have been "certified" drop-outs. This is consistent with the opinion of educators working in this area that the age at which attendance is no longer compulsory in most states - age 16 in most states - is the age of highest school attrition.

2. Age and Grade of Leaving School

A 1963 Department of Labor (U.S. Department of Labor, 1960) study of dropouts in seven urban areas provides comparative data shown in Table 2.

TABLE 2

DISTRIBUTION BY AGE OF DROPOUTS IN STUDY AND IN NATIONAL URBAN SAMPLE

	Percentages by Ages						
	14	15	16	17	18	19	20
National Study	3%	6%	32%	28%	18%	6%	7%
This Study	0	0	39	40	14	6	1

Comparability is confused in Table 2 by the fact that the National data concerns age at leaving school and our data in the higher age brackets does not always reflect this. It remains true nevertheless, that the youthfulness of our group fairly well approximates the national population of dropouts.

Consistent with the age date in Table 2, comparison of our sample and the same national sample in reference to grade placement at the time of leaving school is reported in Table 3.

Table 3

Comparison between National and Study Sample on

Grade Placement at School Withdrawal

	Percentages in Grade Placement Less 8th	8th	9th	10th	11th	12th	Do Not Know
National Study	0%	3%	6%	32%	28%	18%	13%
Our Study	2%	8%	11%	36%	32%	5%	0%

Unfortunately the National Study has a large (13 percent) "Do Not Know" category. The overall impression of the data in Table 3 is however,that our trainees withdrew from the formal system at about the same grade level as other dropouts around the country represented in the National Study.

3. Family Unit Information

Our concern here was twofold: to ascertain the type of family unit current for the trainees and to determine their number of siblings in the household.

Table 4 below gives a picture of the type of family unit of the 100 trainees.

Table 4

Type of Family Unit of 100 Trainees by Race

	NATURE OF FAMILY UNIT					
Type of Unit	Both Parents	Father Only	Mother Only	Step-Parents	Foster Parents	St. * Francis
Negro	32	6	27	0	1	2
White	11	2	5	0	6	8
Totals	43	8	32	0	7	10

* Have no knowledge of parents: live in Orphan's Home.

Striking is the large number of intact families, a finding contrary to a popular stereotype of the dropout as most frequently coming from a broken home.

A National Educational Association research report on characteristics of dropouts contains no directly relevant comparable information, although this particular document builds on 97 current reports (Schreiber, 1964).

A Maryland study of 13,715 dropouts (Maryland State Department of Education, 1963) (females included) notes that "approximately 8 out of 10 (80.8%) of the dropouts reported living with their parents." Our comparative figure is 43 per cent. Comparability here is clouded by the reluctance of Maryland authorities to report the racial, family size, or social class background of their 13,715 subjects. In short, we cannot say at present whether or not our distribution is representative of that of dropouts at large.

Similarly, our data on number of siblings are presented below without any attempt at a comparative analysis with other dropout populations. It is noteworthy however, that despite workingclass status, slum area residence, manual employment of breadwinner, and the like, the number of siblings is smaller than what might be expected: 61 per cent of the trainees have four or fewer siblings; 14 per cent are only children. At the other extreme 31 per cent of the white sub-group of 32 trainees, and 28 per cent of the Negro sub-group of 68 trainees have six or more siblings.

Table 5

Number of Siblings of 100 Trainees by Race

	NUMBER OF SIBLINGS												
Race	0	1	2	3	4	5	6	7	8	9	10	11	12
NEGRO	8	9	7	7	8	10	10	1	3	3	2	0	0
WHITE	6	2	3	1	10	0	3	2	2	0	0	0	3
TOTALS	14	11	10	8	18	10	13	3	5	3	2	0	3

4. Family Socio-economic Status

The major determinant of family socio-economic position is based upon the occupation of the father. Forty-three of 84 (51 per cent) families for which data was obtained stated family income depended entirely on the earnings of the male breadwinner (39 rely on wages; 4 rely on pension funds). The next largest group, 22 (26 per cent) families, lives on the earnings of both parents.

Of the 61 working fathers, 54 (89 per cent), are employed in blue-collar occupations. Nineteen of these 61 men have a second income coming into their families, but in every case, the wive's earnings are those of a domestic or otherwise poorly paid and irregularly employed service worker.

A second group of blue-collar families (12 of the 84) are those now living on welfare funds. Two other groups classified here are six families (7 per cent) reliant on the mother's meager earnings, and five (6 per cent) families reliant on the father's pension.

In short, 77 families of trainees, or 92 per cent of the 84 families we can account for, can be designated "working class". Moreover, 12 of the 84 families (14 per cent) are "welfare working-class" units.

"Middle-class" or white-collar families amount to eight (8 per cent) though the white-collar occupation of the male breadwinner in every case is marginal.

Specialists have reported that "dropouts are usually from low-income groups, generally from trade or labor occupations" (Senate Committee on Labor and Public Welfare, 1964). The recent Maryland study of 13,715 dropouts concludes that "by and large, it appears that the parents of these children did not have high school diplomas nor did they have jobs which showed them and their children the value of completed education" (Maryland State Department of Education, 1963).

On the other hand, Miller notes that contrary to some popular beliefs, dropouts are not exclusively from working class and lower class or low income families. In Syracuse, New York, for example, 30 per cent of the parents of dropouts were in white-collar occupations (Miller, 1964). Our reanalysis of data collected by the Bureau of the Census suggests that 70 per cent of all dropouts (females included) come from families whose income is below $5000 a year. While this under $5000 group is, of course, overrepresented among dropouts, the surprising result is the large percentage of dropouts who do not come from the poorest families.

Our group, to judge from Miller's data, overstates the proportion of working-class to middle-class dropouts. This probably reflects the fact that almost all of the trainees were referred to us by social agencies whose clientele is almost exclusively drawn from the working-class. Had we sought dropouts through mass media solicitations, or used mailing lists prepared in high schools with varying class clienteles, we might have drawn a more balanced class mix into the Project. As it is, our findings of almost any kind should be interpreted with an eye towards the predominantly working-class character of the group.

5. Residence

In keeping with our objective of systematically analyzing urban suburban relations among dropouts, 81 trainees were chosen from the City of Philadelphia and 19 from surrounding suburban areas. Ten of the 19 were from a suburban parochial residential center for dependent youngsters.

Reflecting the racial distribution of Philadelphia and its environs, 93 per cent of the Negro sub-group (or 63 of 68 trainees) and 56 per cent of the white sub-group (or 18 of 32) come from Metropolitan Philadelphia.

Equally significant in this matter of residential origins is the topic of neighborhood. Given the one-sided nature of the group's socio-economic profile, it is not surprising that almost all of the trainees derive from blighted or slum neighborhoods. Ten of the 19 trainees now residing in a suburban parochial center also originated in poor neighborhoods.

B. EDUCATIONAL PROGRAM

The educational program prepared was designed to provide learning experiences uniquely applicable to our students. These are young people who have had nothing but failure throughout their school experience. Generally, these young people suffer three serious educational shortcomings: poor reading ability, poor mathematic skills, and an inability to communicate ideas through language and

READING CLASS WITH WORDS IN COLOR

other expressive techniques. These areas were defined and planned for as the educational components of the program.

For the teaching program the 100 trainees were divided into five groups of 20 each. Each teacher-counselor (five of the counselors served as teachers and five counselors served as work supervisors) instructed his own group plus one work-counselor's group. It was originally planned that each counselor would teach his own living unit. However, due to limitations of time and physical facilities, teaching groups of 20 were instituted.

In addition to the major objectives of the program, the teaching staff developed goals and/or objectives for each of the three components of the educational program. The objectives of the reading program were as follows:

1) to identify and recognize words,
2) to group words into thought units,
3) to group sentences into paragraphs and paragraphs into stories, and
4) to increase reading comprehension.

In using the Words-In-Color technique, we hoped to pique the interest of those students with low reading ability. For the first two weeks of the educational program our reading classes were not grouped homogeneously according to reading level. This was due to the fact that the initial testing could not be completed until the end of the second week. Once these results were available, the teacher-counselors and teaching supervisors decided that homogeneous grouping should be effected. Three of the five teacher-counselors, however, requested their groups be left intact. These counselors felt that good rapport had been established and separating the groups would do more harm than good. The other two teacher-counselors wanted their groups divided according to reading ability. Thus, two reading groups were established, (one with three classes)with reading levels ranging from first grade level to the 3.9 grade level on the Gray Oral Reading Test, Form A. The other reading group (with two classes) had reading levels ranging from 4.0 grade level to 7.9 grade level. A third group, selected from the various living units, was composed of one class of 20 trainees with reading levels ranging from 9.0+ to 12.0+.

The trainees of the third reading group read the final book of the Words-In-Color Program without any appreciable difficulty. Therefore, an instructional program, which had as its goals enhancement of comprehension, interpretation and an appreciation of literature, was planned for this more advanced group. This class took as its assignment a critical reading of William Golding's Lord of the Flies.

The mathematics program designed to serve the needs of the trainees was constructed along two converging lines: one, for the teaching of basic mathematical skills, addition, subtraction, multiplication, division; two, related mathematics, those problems which the trainees were confronting in vocational work experiences and everyday life, e.g., taxes, discount, time payments, et. A text Trouble Shooting Math Skills by Bernstein and Wells, served as the basic instructional material for these classes. To provide additional help to the teacher-counselor, four lesson plans were provided each week by the master teacher.

In two of the classes, the teacher-counselors felt that due to the wide range of mathematical ability (3.2-10.8) grouping within each of the classes could be profitable to the trainees. Therefore, groups were formed and were partially taught by some of the more able trainees. In the other three mathematic classes the teacher-counselor conducted the instruction.

As evidenced by the results of the testing and the demonstrated abilities of the trainees, there was a need for a more advanced mathematics class. However, none of the teacher-counselors felt themselves capable of undertaking this responsibility.

To provide the trainees an opportunity to improve their communication skills, classes directed by the teacher-counselors were formed. The objectives of these classes were:

1) to gain and develop thought horizons
2) to develop self-confidence
3) to be able to talk intelligently
4) to be able to express an opinion and defend it
5) to improve clarity of speech
6) to improve correctness of speech
7) to facilitate absorption of new knowledge related to:
    a. self
        1. family life
        2. siblings relationships
        3. formation of self-concept
    b. community
        1. civic responsibility
        2. peer relationships
        3. other relationships - employers, police, other authorities
8) to listen and be able to understand what is said.

The atmosphere of the communication classes was purposively more informal than that of the reading and mathematics classes. The trainees in groups of 20 usually sat with their counselors discussing any topic of immediate importance. Some of the topics discussed were: sex, crime, games, sports, alcoholism and excessive drinking, race riots, civil rights, politics, women, morality, family relations, job opportunities, personal future and the summer program.

There is no specific way that such a class can be evaluated but we do believe these classes were the most important and far-reaching educational program our trainees experienced. The trainees felt a freedom of ideation and of expression, and they began to develop broader cognitive horizons. Observation reveals how many of the trainees became articulate in contrast to initially being limited in communication skills. Data in both Tables 13 and 14 demonstrates the very favorable reaction of the 90 trainees who completed the program to the communication classes.

A testing program was conducted during the six week summer pilot project to provide information that would be helpful in planning, designing and operating the classes, to provide data useful in evaluating the educational progress of the trainees, and to determine the trainees' aptitude for learning. During the first two weeks the following tests were administered: Gray's Oral Reading Test, Form A; Woody-

CLASS IN COMMUNICATION SKILLS

McCall Arithmetic Test; Wide Range Spelling; and the Oral Directions Test of the Personal Tests Industry. In the 3rd and 4th weeks of the program the Revised Beta I.Q., the Air Force Aptitude Test, Mechanical Aptitude Index and the Gates Reading Survey Test were administered to the trainees. During the last two weeks of the program the Gray Oral Reading Test, Form B, and the Wide Range Arithmetic Test were administered for the purpose of collecting comparative data.

In addition to the standardized tests the trainees were asked to complete a Student Evaluation - Educational Activities Questionnaire and a Program Evaluation Form. The five teacher-counselors for the pilot project were requested to complete an Educational Program Teacher Evaluation Form.

1. Reading Program Evaluation

The Gray Oral Reading Tests, Form A (pre-test) and form B (post-test) were administered for the purposes of obtaining data on improvement in reading over the short six week period. The data obtained from the reading tests were submitted to a "t" test analysis for matched pairs of related groups. Table 6 presents these data and their analysis.

Table 6

"T" TEST VALUES FOR SIGNIFICANT DIFFERENCES IN GAINS BETWEEN PRE- AND POST-TESTS FOR GRAY ORAL READING TESTS, FORMS A AND B

N	CLASSES	MEAN PRE	MEAN POST	"T"
18	A	5.166	6.205	1.88 ***
15	B	6.060	7.080	1.86 ***
19	C	5.147	4.984	0.82 ***
19	D	6.263	7.105	2.15 * .05
18	E	5.722	7.026	3.85 **.01

* - significant at .05 level
** - significant at .01 level
*** - not significant
D.F. - N=1

As indicated by Table 6 all of the classes made gains in their ability to read as measured by the Gray Oral Reading Test. The"t" value for classes D and E are statistically significant at the .05 level and the .01 level respectively. Further scrutiny of Table 6 reveals that classes A, B, and C did not make statistically significant gains in their ability to read. Some possible explanations for this performance are: one, the brevity of the summer program; two, not all of the teacher-counselors were equally effective with this teaching technique; third, the testing was conducted by four different persons which could provide a margin of error.

2. Math Program Evaluation

To ascertain the effectiveness of the instruction in mathematics and to measure trainee achievement the Woody-McCall Arithmetic Test was administered as a pre-test and the Wide Range Arithmetic Test was administered as a post-test. Two different tests were used because:

1) the need for measuring instruments with a wide range
2) they were the best tests for our purposes but alternate forms are not available.

The data derived from the Woody-McCall Arithmetic Test and the Wide Range Arithmetic Test are presented in Table 7.

Table 7

MEANS AND RANGES OF SCORES FROM MATHEMATICAL TESTING

		MEANS		RANGE OF SCORES	
N	CLASSES	PRE	POST	PRE	POST
18	A	5.3	5.6	3.2 - 7.2	3.8 - 9.0
16	B	5.2	5.7	3.9 - 6.8	4.1 - 7.7
19	C	5.7	6.0	3.6 - 9.3	3.6 - 9.0
19	D	6.3	6.7	4.2 -10.8	4.5 -10.8
17	E	5.3	6.0	3.6 - 8.0	4.6 - 9.9
89	TOTALS	5.6	6.0	3.2 -10.8	3.6-10.8

As indicated by Table 7 each of the classes made gains in its mathematical abilities. Although it was not valid to analyze statistically these data since different tests were utilized in the pre and post evaluations, an increase in means as separate classes and as a collective group reveals that some growth did take place.

Table 7 also reveals that the minimums and maximums of the ranges of scores increased for all the classes, with the exception of the maximum score for class D. This is another indication that the trainees increased their mathematical skills. Comparison of the growth of the classes in reading and mathematics, which were composed of the same trainees, makes it interesting to note that class E had the largest growth in both areas of learning.

3. Evaluation of Spelling Ability

The Wide Range Spelling Test was administered to determine the trainees' achievement level and to provide meaningful data was useful in establishing the instructional level of the trainees. These data are presented in Table 8.

Table 8

SPELLING ACHIEVEMENT LEVELS OF THE ONE HUNDRED TRAINEES

GRADE LEVEL	1st-2nd		3rd-4th		5th-6th		7th-8th		9th-10th		11th-12th	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Negro	10	15	24	35	24	35	7	11	3	4	0	
White	7	22	9	28	11	34	4	13	1	3	0	
TOTAL	17	17	33	33	35	35	11	11	4	4	0	

As indicated by Table 8, 68 trainees were spelling at the 3rd-6th grade level, or another way of interpreting the data is that 85 per cent of the trainees were spelling at the sixth grade level or below. These data are consistent with the information gleaned from the reading and mathematics data.

It is evident that the spelling achievements are below the theoretically expected norm, however, since there is a paucity of national norms for a similar population there is no definitive way of comparing the result of the spelling test data.

4. Aptitude and Interest Evaluation

During the second and third weeks of the summer project the following tests were administered to the trainees:

Oral Directions Test of the Personnel Tests Industry, Revised Beta I.Q., Air Force Aptitude Test - Mechanical Aptitude Index and the Gates Reading Survey Test. The major purpose of this phase of the testing program was to achieve a better understanding of the aptitudes of the trainees and to compare the one hundred trainees with the national norms of contemporary school dropouts.

The following Tables 9, 10, 11 and 12 present the data obtained from the four previously mentioned tests.

Table 9

RAW SCORES OF THE ORAL DIRECTIONS
TEST - PTI FOR 98 TRAINEES

RAW SCORE	7-14		15-22		23-30		31-38	
	No.	%	No.	%	No.	%	No.	%
Negro	5	8	21	31	27	41	13	20
White	8	6	8	25	14	44	8	25
TOTAL	7	7	29	30	41	42	21	21

Table 10

GRADE LEVELS FROM GATES READING SURVEY TEST FOR 90 TRAINEES

GRADE LEVEL	1st-2nd		3rd-4th		5th-6th		7th-8th		9th-10th		11th-12th	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Negro	0	0	14	22	26	41	16	25	7	11	1	1
White	6	23	1	4	7	26	5	20	6	23	1	4
TOTAL	6	6	15	17	33	37	21	23	13	15	2	2

Table 11

REVISED BETA I.Q. SCORES FOR 97 TRAINEES

I.Q.	68	72	76	78	80	82	84	86	88	90	92	94	96
FREQUENCY	1	1	1	5	2	5	5	3	6	7	7	14	7

I.Q.	98	100	102	104	106	108	110	112	114	120
FREQUENCY	4	8	7	4	2	3	1	1	2	1

Table 12

U.S. AIR FORCE APTITUDE EXAMINATION SCORES FOR 97 TRAINEES

SCORES	MECHANICAL N	ADMINISTRATIVE N	GENERAL N	ELECTRICAL N
0- 5	15	18	10	40
6-10	21	5	11	35
11-15	26	12	8	12
16-20	7	14	13	2
21-25	6	7	14	2
26-30	8	13	19	2
31-35	4	9	4	1
36-40	2	8	6	1
41-45*	3	3	6	2
46-50	2	1	2	0
51-55	0	3	1	0
56-60	1	1	2	0
61-65	1	1	0	0
66-70**	1	1	1	0
Median Score	13.6	16.5	18.7	9.8

* Minimum score for military job skill
** Higher scores relate to more highly developed job skills

A perusal of the educational, psychological, and sociological research literature reveals a paucity of systematic evaluation on the school dropout populations. However, these inferences can be drawn from these data:

(1) On the Oral Directions Test - PTI, 62 of the 98 trainees tested made better than an average (i.e., a score of 23 or greater) raw score.

(2) As indicated by the Gates Reading Survey, 36 of the 90 trainees evaluated were reading at a 7th grade or higher level. This same table reveals that 81 of the 90 trainees tested were reading at grade levels ranging from the 3rd to the 9th grade.

(3) The data obtained from the Revised Beta I.Q. shows that 81 of the 97 trainees tested had an I.Q. within a range of one standard deviation (above and one standard deviation below) average or 100 I.Q. with the largest frequency of scores (14) at a 94 I.Q.

(4) U.S. Air Force Aptitude Examination score distributions shows that as a group the trainees demonstrated greater aptitude in the general subtest area, followed by administrative, then mechanical and

lastly electrical. It is significant that only a small percentage of the trainees would qualify for military job skill assignments which require a minimum score of 40 in each subtest category. For example, only 8 trainees obtained scores of 41 or greater on the mechanical subtest, 10 on the administrative, 12 on the general and only 2 on the electrical. Again this points up the discrepancy between capacities and focused interests as a function of deficient academic preparation.

5. Trainees' Reaction to Educational Activities at Termination

In an attempt to gain information about the trainees' attitude and evaluation of the program, the trainees were asked to complete a Student Evaluation-Educational Activities Questionnaire and a Program Evaluation Form in the final week of the summer program. The data collected from the Student Evaluation form is presented in Table 13.

Table 13

RESPONSES OF 93 TRAINEES TO STUDENT EVALUATION-EDUCATIONAL ACTIVITIES QUESTIONNAIRE

	YES		NO		SOMETIMES		NO ANSWER	
	N	%	N	%	N	%	N	%
READING CLASS								
1. Do you generally like to read?	75	81	18	19	-	-	-	-
2. Do you have problems with reading?	52	56	33	36	3	3	5	5
3. Do you feel the Words-In-Color approach is helping you?	75	81	13	14	-	-	5	5
4. Were you confused at the start of the Color approach?	57	61	29	31	-	-	7	8
5. Were you immediately interested?	38	41	42	45	-	-	13	14
6. Has your interest developed over time?	42	45	38	41	-	-	13	14
7. Are you reading by color?	48	51	35	38	-	-	10	11
8. Are you reading by letter?	27	29	56	60	-	-	10	11
9. Are you reading by both color and letter?	8	9	75	80	-	-	10	11
10. Does the game-like approach help you learn?	73	78	12	13	-	-	8	9
MATHEMATICS CLASS								
1. Do you generally like math?	62	66	24	26	-	-	7	8
2. Do you have problems with math?	55	59	34	37	-	-	4	4
3. Have you found the math class useful?	69	74	19	21	-	-	5	5
COMMUNICATION CLASS								
1. Are you learning in the communication class?	76	82	8	8	-	-	9	10
2. Are you joining in now more than at the start?	76	82	11	12	-	-	6	6
3. Do you enjoy the communications period?	78	84	7	8	2	2	6	6

A perusal of the data from Table 13 suggests these comments:

1) The trainees were definite in their answers to the questions presented.
2) Apparently the best liked and the most useful class was Communications as indicated by the high percentage of "yes" answers.
3) Although more than half the trainees (56 per cent) indicated having problems with reading, most of them (81 per cent) expressed a liking to read and an equal number felt the Words-In-Color approach was helpful.
4) In the beginning many (61 per cent) said the Words-In-Color approach was confusing, but a majority of the trainees (78 per cent) liked its game-like approach.
5) The math class proved to be very useful by 74 per cent of the trainees.

From the Program Evaluation Form was selected those items that referred to the trainees' attitude about the educational phase of the total program. These data are presented in Table 14.

TABLE 14

ATTITUDES OF 90 TRAINEES AT TERMINATION TO EDUCATIONAL ASPECTS OF PROGRAM

ASPECT OF PROGRAM	ATTITUDE GOOD N	GOOD %	FAIR N	FAIR %	WASTE OF TIME N	WASTE OF TIME %	NO ANSWER N	NO ANSWER %
Reading Class	54	60	30	33	6	7	-	-
Math Class	55	61	28	31	7	8	-	-
Communication Class	61	68	22	24	6	7	1	1
Special Reading Class	42	47	22	24	6	7	20	22
Lending Library	44	49	21	23	7	8	18	20
Tutoring from Counselor	52	58	21	23	6	7	11	12

The information provided by Table 14 permits these observations:

1) Trainees were quite consistent in attitude about the three basic classes reading, mathematics and communications
2) Likewise they were consistent in attitude about the special reading class and the lending library
3) Only a small percentage of the trainees indicated that any phase of the educational program was a waste of time

6. Evaluation of Trainees Toward Teachers, Classes and Classmates

Throughout the program learning, retention and productivity were viewed as closely related to interpersonal relations, so that improvement in relationships with teachers and peers should permit greater learning to take place. Therefore, attention was given to the residential setting to seize upon every opportunity to develop improved perception of people as a means of enhancing academic achievement.

Basically, taking a cue from enlightened rehabilitative programs, as conducted in The Provo Experiment (Empey and Rabow , 1961), the trainees were given the opportunity, many for the first time in an institutional setting, to make crucial decisions about their learning and their lives. Likewise interpersonal relationships at all levels were emphasized as an attempt was made to create one social system not two, represented by the authorities and the students. Concerning peer relationships, an esprit de corps soon developed among the participants. When one boy was hospitalized for pneumonia, the others had "get well" cards printed for him. A spontaneous collection for flowers was collected for one boy's mother who died suddenly, and two boys from his group asked to attend the funeral.

The data in Table 15 below examines attitudes of the 91 trainees who completed the program toward their teachers, their classes and their fellow students.

TABLE 15

GENERAL EVALUATION AND INDICATION OF ATTITUDES TOWARD TEACHERS, CLASSES AND CLASSMATES

ITEM	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
1) Teachers:						
My teacher-counselor tried very hard.	84	92	1	1	6	7
My teacher-counselor was not very good.	29	32	53	58	9	10
Do not believe trainees should help teach math	40	44	48	53	3	3
N=91						
2) Class Attitudes:						
Trainees in class tried hard	53	58	29	32	9	10
Class did not cooperate	44	48	38	42	9	10
Class joked too much	38	42	45	49	8	9
Classes were better here than in H.S.	48	53	34	37	9	10
Trainees thought classes a waste of time	42	46	39	43	10	11
Would like to go back to school in Fall	45	49	28	31	18	20
N=91						

From Table 15 above the following observations are noteworthy:

1) Almost all the trainees (92 per cent) felt their teacher-counselor had demonstrated great effort although approximately one-third (32 per cent) said they had "not been very good" at their teaching job.

2) The reaction to peer-group teaching was decidedly mixed.

3) Almost three-fifths (58 per cent) of the trainees felt the classes had demonstrated good effort; however,

almost one half (48 per cent) of the trainees felt classes did not cooperate and slightly less than half (42 per cent) said there was "too much joking around in class."

4) About one-half (53 per cent) of the trainees agreed the structure and conduct of the program classes was better than they had experienced in high school

5) Approximately one-half (49 per cent) expressed the feeling they would like to return to school in the Fall of 1964.

In the next table (Table 16) we observe the importance a majority of the trainees attached to sensitive areas of their interpersonal relations with their counselor; a majority (76 per cent) said they learned useful things from their counselor. Moreover, the fact that counselors kept their word was important to most trainees (71 per cent) and "made an attempt to reach me"to almost seventy per cent (69 per cent).

TABLE 16

TRAINEE REACTIONS TO QUESTIONS ABOUT RELATIONS WITH COUNSELORS

	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
1. My Counselor Talked Down to Me	28	31	53	59	9	10
2. Learned Useful Things from Him	68	76	11	12	11	12
3. Picked on Me for No Reason	17	19	72	80	1	1
4. Made a Real Effort to Reach Me	62	69	4	4	24	27
5. Kept his Word	64	71	11	12	15	17
6. I Asked Him for Personal Advice	49	55	29	32	12	13
7. I'd Like to Fight Him and Beat Him	14	16	58	64	18	20
8. I Came to Trust Him	61	68	5	5	24	27
9. I've Changed for the Better Because of Him.	57	63	20	22	13	15

KEY: 90 Trainees

7. Differential Reaction of Trainees to Counselor Roles

One major program objective was to observe and evaluate the reaction of counselors with middle-class values to school dropouts of working class background within the intense residential setting. As part of the early stress situations in the program, we began to observe that the counselors who had prime responsibility for the trainees on the community work sites, adopted a different interpersonal style than the class room counselors. The former took on the work-boss point of view, versus the teacher-social-worker-close-friend orientation of the latter. In fact, two of the work counselors apparently never recovered from the trauma of the initial crisis and spent the next five weeks over-compensating in their boss role. They fought project authority at every level. Whereas one counselor became tough and overly demanding with his unit, the other re-inforced poor work habits and attitudes. Table 17 shows the reaction of the trainees to the work and teacher counselors.

TABLE 17

TRAINEES' EVALUATION OF WORK AND TEACHER COUNSELORS

1. WORK COUNSELORS

COUNSELORS		POOR		GOOD AND EXCELLENT		DID NOT KNOW		NO RESPONS	
	N	% Of Those Who Answered	N	% Of Those Who Answered	N	% Of Those Who Answered	N	% of 83
1	0	0	77	93	1	1	5	6
2	1	1	72	87	4	5	6	7
3	5	6	63	76	9	11	6	7
4	2	2	62	75	11	13	8	10
5	10	12	58	70	10	12	5	6
6	18	22	51	62	7	8	7	8
2. TEACHER COUNSELORS								
A	1	1	73	88	5	6	4	5
B	2	2	75	91	6	7	0	0
C	2	2	70	85	6	7	5	6
D	5	6	70	84	4	5	4	5
E	2	2	64	77	9	11	8	10
F	6	7	69	84	6	7	2	2

KEY: N = 83 Trainees

The two work counselors just cited are numbers 5 and 6 in Table 1. Interestingly they were the only counselors who less than seventy-five per cent of the trainees evaluated as not "good or excellent" in their roles. Also note in Table 1 that teacher counselors (A-F) were rated favorably by larger proportions of the trainees than work counselors (1-6).

The teaching role was one which came more naturally to the values, aspirations and experiences of the counselor group. Many observations supported the view that these VISTA-type counselor personnel had been better prepared by background experience and the brief orientation to play the teaching role.

8. General Attitude at Termination Toward Program

Also during the final week of the summer residential experience the 91 "graduating" trainees were asked their overall reaction to the project. This data is shown in Table 18 below.

TABLE 18

GENERAL REACTION TOWARD PROGRAM AT TERMINATION
BY 91 TRAINEES COMPLETING PROGRAM

ITEM	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
Would join project again	69	75	8	9	14	15
Would like join Job Corps	66	72	22	24	3	3
Project was waste of time	6	6	76	84	9	10
Project did nothing for me	24	26	59	65	8	9

KEY: N=91 Trainees

The data in Table 18 above indicate most trainees felt the program was of value, and would not only rejoin such a project again but would like to join a larger program of long-range training as then envisaged in the Urban Job Corps Training Centers.

9. Reaction to Special Programs

A wide variety of recreation-cultural activities were provided during the evenings and on special occasions during the day. An example of the latter was an all-day visit to the National Boy Scout Jamboree at Valley Forge National Park. In Table 19 presented here we note that the most favorable reaction was toward familiar leisure time activities - movies, the gym program, swimming and jazz combo presentation. One interesting exception was the educational film and lecture by Bell Telephone personnel on the Norad defense system. This film is full of jet planes, missiles and rockets presented in an attractive manner.

TABLE 19

TRAINEE REACTIONS TO SPECIAL ACTIVITIES

ACTIVITIES	GOOD		FAIR		WASTE OF TIME		DID NOT ATTEND		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%
A. Folk Sing Group	62	69	15	16	0	0	7	8	6	7
B. Jazz Group	61	68	14	15	6	7	4	4	5	6
C. Evening Movies	71	79	8	9	1	1	2	2	8	9
D. Afternoon Movies	50	56	13	14	15	17	2	2	10	11
E. Karate Demonstration	57	64	12	13	10	11	1	1	10	11
F. Sports Panel	46	51	15	17	14	16	4	4	11	12
G. Basketball League	52	58	10	11	12	13	1	1	15	17
H. Swim Program	62	69	12	13	7	8	3	3	6	7
I. World's Fair Program	44	49	23	25	12	13	6	7	5	6
J. Race Relations Panel	56	62	14	15	7	8	6	7	7	8
K. Valley Forge Trip	37	41	24	27	19	21	4	4	6	7
L. Group Visit to Museum	53	59	10	11	9	10	8	9	10	11
M. Horad - Telephone Program	59	66	21	24	4	4	4	4	2	2
N. Gym Program	62	69	12	14	3	3	3	3	10	11
O. Baseball Game	53	59	11	12	5	6	10	11	11	12
P. Theater Trip*	27	30	11	12	5	6	22	24	25	28

* Only 43 attended hence large No Response

KEY: N=90 Trainees

10. Teacher-Counselor Evaluation of Educational Program

The five teacher-counselors were asked to write an open-ended evaluation of the educational program in which they would state:

1) which class they felt was more valuable to the the trainees
2) effectiveness of the Words-In-Color technique
3) the helpfulness of the supervisory relationship
4) to specifically cite recommendations toward improvement of program.

The impressions listed below are apparent from an analysis of the five teacher-counselor responses:

1) Reading was rated as the most important and valuable class, and communications the least. Math was the best conducted class with communications rated as the least.
2) The teachers felt they needed more time to prepare and more training in the Words-In-Color technique. They believed they knew enough math to teach in this particular program.
3) Meetings with their supervisor were generally helpful but not as beneficial as they could have been.

4) Reading lesson plans were generally good but, due to individual trainee differences, the teacher-counselors felt class lesson plans had definite limitations in "the individualizing of instruction."

5) Math lesson plans were good as a base but more illustrative material pertinent to the life experiences of trainees should have been developed.

6) The teacher-counselors had these suggestions for program improvement:

    a. the reading classes should have had two 1-hour sessions daily.

    b. classes should have been formed on the basis of reading ability.

    c. communication classes should have been conducted by living unit counselors.

C. The Follow-up Evaluation

Beggining in October 1964 and extending through December 1964 the follow-up evaluation of the original 100 program participants was conducted. Of this number a total 87 were contacted and interviewed. Two interviewers who were familiar with the project and familiar with the participants were employed for this purpose. It was also important that they be familiar with the neighborhoods in which they would be operating and not unduly fearful and able to distinguish between real and unreal threats of physical harm. Interestingly, on several occasions when there was the threat of gang-activity in a part of Philadelphia in which the interviews were scheduled to be, former program participants called the Human Resources Project office of the University to advise the interviewers "cool it until the heat was off." This was indicative of the degree of identification with the program and its personnel we found at followup. Consistent with the above was the full-scale cooperation and participation in an interview which averaged 2 hours by every trainee contacted. Not a single trainee refused to participate in the followup. Moreover, seven trainees not interviewed were reported by their families or guardians to be interviewed in penal institutions at the time of followup. Funds did not permit attempting to negotiate with authorities and contacting this subgroup. Included in the seven were five of the trainees dismissed from the program for disciplinary reasons.

1. Employment

The first series of questions covered during the followup contact deals with their brief employment history since termination of the program August 4, 1964. It should be stated here that 10 of the trainees who participated in the University based vocational apprentice programs were immediately hired by their supervisors. This had not been predetermined but in the course of the six-week program they so favorably impressed University personnel that employment was tendered.

Table 20 shows that 59 of the 87 trainees interviewed (68 per cent) had obtained employment since the program termination. Indeed in the next table (Table 21) we note that 22 per cent have had more than one job in this brief period of time. The type of job was next explored as reported in Table 22. Nearly one half (46 per cent) of jobs obtained are classified as "Service." This includes car washing, dish washing, working in shoe shine parlor or other mainly physical tasks as shown in Table 23. Many of the youth spontaneously expressed need for more training in order to find the type of employment they desired.

TABLE 20
EMPLOYMENT HISTORY OF 87 TRAINEES SINCE CONCLUSION OF SUMMER PROJECT

	Obtained Job		Still Working	
	N	%	N	%
Yes	59	68	39	66
No	27	31	16	27
No Response	1	1	4	7
Total	87	100	59	100

TABLE 21

NUMBER OF JOBS HELD SINCE CONCLUSION OF PROGRAM BY 59 EMPLOYED TRAINEES

No. Jobs	N	%
1	46	78
2	10	17
3	2	3
4	1	2
No Response	0	0
Total	59	100

TABLE 22

TYPE OF JOB OBTAINED BY 59 TRAINEES EMPLOYED SINCE TERMINATION

TYPE OF JOB	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
Retail	9	15	2	20	2	100	0	
Wholesale	5	9	1	10	0		0	
Construction	3	5	3	30	0		0	
Manufacturing	5	9	0		0		0	
Service	27	46	0		0		1	100
Communications	2	3	0		0		0	
Transportation	2	3	0		0		0	
Other	6	10	0		0		0	
No Response	0		4	40	0		0	
TOTAL	59	100	10	100	2	100	1	100

TABLE 23

TYPE OF DUTIES ON JOBS OBTAINED BY 59 TRAINEES SINCE TERMINATION

DUTIES	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
Selling			1	10	2	100		
Stockwork	13	22						
Clerical	1	2						
Administrative	1	2						
Mechanical	4	7						
Physical Labor	31	53	8	80				
Errands	5	9						
Deliveries	7	12					1	100
Making or Processing Something	8	14						
Other	15	25	1	10				
Number of Respondents	N=59		N=10		N=2		N=1	

N.B. Other includes: cooking, clearing tables, painting, shining shoes, etc.

Consistent with the great value placed upon peer group behavior, we note in Table 24 that the method most frequently used to find employment is through friends and associates. Provision was made during the final week of the summer program to have employment interviewers of the Pennsylvania State

PENNSYLVANIA STATE EMPLOYMENT SERVICE REGISTERS TRAINEES

Employment Service come to the campus and register all the participants. This agency ranks second in that nine trainees reported their initial job was obtained through this service. It is also significant that prior to the program only 16 per cent of the total group were registered with the public employment service.

TABLE 24

METHODS USED TO FIND EMPLOYMENT BY 59 TRAINEES SINCE TERMINATION

METHOD	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
Agency	1	2	0		0		0	
Friend	20	34	5	50	0		1	100
Newspaper	1	2	1	10	0		0	
Summer Program Directly	1	2	0		0		0	
Pa. State Employment Service	9	15	0		0		0	
Father Worked There	4	7	0		0		0	
Employer Asked Him	4	7	0		0		0	
Direct Application	6	10	0		0		0	
Teacher	3	5	0		0		0	
Previously Worked There	5	8	0		0		0	
Other & No Response	5	8	4	40	2	100	0	
TOTAL	59	100	10	100	2	100	1	100

The next two tables (Tables 25 and 26) make clear that the jobs obtained were menial, often paid below minimal wage and that the main skill required was "muscles." It is important, however, to be reminded that however terminal and menial the jobs obtained, non of these youth was working when contacted prior to the program.

TABLE 25

LENGTH OF TIME EMPLOYED ON EACH JOB

TIME	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
1-2 weeks	9	15	6	60				
3-5 weeks	10	17	1	10			1	100
6-8 weeks	11	19	1	10				
3 months	5	8						
4 months	7	12						
Other & No Response	17	29	2	20	2	100		
TOTAL	59	100	10	100	2	100	1	100

HOURLY RATE OF PAY ON EACH JOB

HOURLY RATE	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
Below 75¢	4	7	0		0		0	
75¢ - $1.25	28	48	4	40	2	100	0	
$1.26 - $1.75	13	22	4	40	0		1	100
$1.76 & Over	2	3	2	20	0		0	
Other & No Response	12	20	0		0		0	
TOTAL	59	100	10	100	2	100	1	100

TABLE 26

SKILL REQUIRED ON JOBS

SKILL	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
Muscles	33	56	10	100	1	50	1	100
Following Directions	30	51	6	60	1	50	1	100
Figuring Things Out for Yourself	20	34	3	30	0		1	100
Talking to People	16	27	5	50	0		0	
Math	15	25	3	30	0		0	
Reading	14	24	1	10	1	50	0	
Operating Heavy Machinery	4	7	2	20	0		0	
Mechanical	4	7	0		0		0	
Operating Office Machines	3	5	0		0		0	
Driving	2	3	1	10	0		0	
Drawing	0		0		0		0	
None	3	5	0		0		0	
Other	7	12	1	10	0		0	
Number of Respondents	N = 59		N = 10		N = 2		N = 1	

They report in Table 27, which analyzes traits learned during the program which helped on the job, that a sense of confidence, ability "to stick to the job,""making friends" and punctuality.

TABLE 27

ITEMS MENTIONED BY TRAINEES LEARNED DURING PROJECT WHICH HELPED THEM ON THE JOB

ITEMS	Job 1		Job 2		Job 3		Job 4	
	N	%	N	%	N	%	N	%
A. Get to job on time	12	20	4	40	0		0	
B. Reading	8	14	3	30	0		0	
C. Math	10	17	2	20	0		0	
D. Making Friends	13	22	4	40	0		0	
E. Use tools or machinery or equipment	6	10	1	10	0		0	
F. Learned from Counselor	10	17	3	30	0		0	
G. Confidence	23	39	4	40	2	100	1	100
H. Able to Stick to the Job	26	44	4	40	1	50	1	50
I. Other	6	10	3	30	1	50	0	
	N = 59		N = 10		N = 2		N = 1	

The next two tables (Tables 28 and 29) are concerned with those trainees who had not been employed since the program terminated. Other than over one half of the 87 trainees interviewed who tried to find employment, 26 per cent said they made no attempt. Approximately 40 per cent of this group, Table 29 shows, made no attempt because they desired to return to school.

The reasons expressed by 52 trainees relating to their initial job application is reported in the next table (Table 30). Over 60 per cent report that they actually obtained interviews.

TABLE 28

NUMBER & PERCENTAGE OF 87 TRAINEES WHO STATED THAT THEY HAD TRIED TO FIND A JOB SINCE PROJECT ENDED

	N	%
Tried to find job	52*	60
Did not try	23	26
No response	12	14
TOTAL	87	100

* Note that 59 reported actually having jobs; discrepancy because 10 immediately hired by University of Pennsylvania.

TABLE 29

REASONS CITED BY 23 TRAINEES FOR HAVING MADE NO ATTEMPT TO FIND A JOB

REASON	N	%
A. Didn't think I could get one	0	0
B. Didn't want one	3	14
C. Thought one was coming up	1	4
D. Wanted to return to school	9	39
E. Didn't know where to look	1	4
F. Other	9	39
TOTAL	23	100

TABLE 30

ACCOUNT BY 52 TRAINEES OF OUTCOME OF INITIAL JOB APPLICATION FOLLOWING SUMMER PROJECT

OUTCOME	N	%
A. Job already taken	7	13
B. Had interview	33	63
C. Told they would call me	25	48
D. Told to return	10	19
E. Did you?		
Yes	5	10
No	2	4
F. I didn't like job	0	0
G. I didn't qualify	6	12
H. I didn't have experience	4	8
I. I was too young	2	4
J. Don't know	1	2
K. Other	5	10

Number of respondents = 52

2. Schooling

Also during the final week of the summer project members of the School District of Philadelphia * made presentations to the total group concerning opportunities and procedures to be followed if they desired to return to school. Individual interviews were then conducted in which the specific desires and motivations of the trainees toward returning to school were examined. For example, upon exploring reasons and history of dismissal some were advised to change plans and make application to a different institution.

Part A, Table 31 shows that almost one-half (46 per cent) of the trainees stated they had attempted to return to school. Interestingly, 49 per cent of 91 trainees completing the project had stated they desired to return to school as reported in Table 15. Part B of the same table suggests that their academic progress in the summer program provided a principal source of motivation to return to school along with encouragement from parents and family as well as from

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* Miss Helen Faust, Director of Pupil Personnel, School District of Philadelphia, was most cooperative in spending considerable time in organizing and implementing this phase of the final week's program.

their project counselor. Again this provides evidence of the importance attached to the interpersonal aspects of the program as a motivating force toward development and achievement.

Part C, Table 31 demonstrates that a high proportion (88 per cent) of the 40 trainees who were encouraged to return to school stated they followed such advice. At the time of the followup interview we note that 28 of the 35 (80 per cent) who returned to school were still enrolled. (Part D).

TABLE 31

TRAINEE REPORT OF ATTEMPTS TO RETURN TO SCHOOL, FACTORS WHICH STIMULATED SUCH ATTEMPTS AND OUTCOME OF THE ATTEMPTS

PART A

NUMBER AND PERCENTAGE OF 87 TRAINEES WHO ATTEMPTED TO GO BACK TO SCHOOL

	N	%
Attempted to return	40	46
Made no attempt to return	32	37
No Response	15	17
	87	100

PART B

REASONS CITED BY THE 40 TRAINEES WHICH ENCOURAGED THEM TO ATTEMPT RETURN TO SCHOOL

REASONS	N	%
A. Project Counselor	13	33
B. Phase-out week discussion	6	15
C. Other trainees	3	8
D. Pride in living at Penn.	6	15
E. Progress in classes	19	48
F. Film: "I Never Went Back"	5	13
G. Parents and Family	15	38
H. Other	2	5

PART C

OUTCOME OF ATTEMPTS BY THE 40 TRAINEES TO RETURN TO SCHOOL

	N	%
Returned to school	35	88
Did not return	5	12
	40	100

PART D

STATUS OF THE 35 RETURNEES AT TIME OF FOLLOW-UP INTERVIEW

STATUS	N	%
In school	28	80
Already dropped out, now working	5	14
Already dropped out, not working	2	6
	35	100

PART E

INTENTIONS OF THE 28 TRAINEES WHO WERE IN SCHOOL AT TIME OF FOLLOW-UP INTERVIEW

INTENTION	N	%
Remain in school	23	82
Drop out	3	11
No response	2	7
	28	100

Reasons cited by the 47 trainees who did not return to school is explored in Table 32. The most frequently mentioned specific categories were boredom and desire for employment.

TABLE 32

FREQUENCY OF REASONS CITED BY 47 TRAINEES FOR NOT ATTEMPTING TO RETURN TO SCHOOL

REASONS	N	%
A. Bores me	9	19
B. Want a job	8	17
C. Grades too poor	4	9
D. Conduct record too bad	4	9
E. Don't learn enough	3	6
F. Would get into trouble	2	4
G. Am too old for that stuff	1	2
H. Other	11	23
I. No response	5	11
	47	100

Throughout the program it was noted that the educationally disadvantaged student has great problem in adequately communicating to authorities attempts at self development and improvement. Specific attention was given in the Communications Classes to effective communication with police, school, employers and other authorities. Nevertheless, Part A, Table 33 shows that almost one half

(51 per cent) of the 35 trainees who returned to school had not informed their teachers of their educational-vocational experience in the project. Although Part B encompasses a small number of subjects, favorable results were obtained somewhat more frequently than "no difference" in the teachers' attitude as a function of knowledge of the trainees' participation.

TABLE 33

CHANGE IN SCHOOL TEACHER ATTITUDES TOWARD TRAINEES AS A RESULT OF KNOWLEDGE OF TRAINEES' PARTICIPATION IN SUMMER PROJECT

PART A

NUMBER AND PERCENT OF THE 35 RETURNEES WHOSE TEACHERS KNOW OF THEIR PARTICIPATION

	N	%
Teacher knows	14	40
Teacher doesn't know	18	51
No response	3	9
TOTAL	35	100

PART B

FOURTEEN TRAINEES' ESTIMATE OF EFFECT OF TEACHER'S KNOWLEDGE ON ATTITUDE TOWARD TRAINEE

	N	%
No difference	8	57
Teacher expects too much	0	0
Teacher is more patient	4	29
Teacher is more understanding	4	29
Teacher is more helpful	5	36
TOTAL	21*	

* Multiple responses by 3 trainees.

Table 34 explores how the 35 trainees who returned to school perceive the experience and the teachers' reaction. Most frequently mentioned in Part A is that they are "learning more", "is easier", "more interesting" and "more fun." Only two students found the teachers' attitude "worse" than during their previous educational experience and at least one-half (51 per cent) said it was "better" or improved.

TABLE 34

PART A

FREQUENCY OF REACTIONS BY 35 RETURNEES TO CURRENT SCHOOL EXPERIENCE VIS A VIS SUMMER SCHOOL EXPERIENCE

REACTION	N*	%
A. Learning more	12	34
B. Easier now	11	31
C. More interesting	11	31
D. More fun	9	26
E. Just as dull	7	20
F. Same	6	17
G. Just as difficult	5	14
H. Learning little	5	14
I. Little fun	4	11
J. Other	3	9

* Multiple Responses

PART B

FREQUENCY OF EVALUATIONS OF CURRENT RELATIONSHIP WITH TEACHER VIS A VIS SUMMER RELATIONSHIP BY THE 35 RETURNEES

	N	%
Worse	2	6
Better	18	51
Same	10	29
Other	1	3
No response	4	11
	35	100

By concept and practice the six week program sought to expose each trainee to a wide variety of opportunities and choices (Cloward and Ohlin, 1960). Therefore it was of interest to inquire into post-program use of leisure and full-time if not employed or in school. We note in Table 35 that movies, visiting friends, playing basketball and card playing are most frequently mentioned. The infrequent mentioning of heterosexual relationships is noteworthy and one notes the absence of "middle-class hobbies."

TABLE 35

TRAINEES' REPORT OF HOW SPARE OR FULL TIME IS SPENT SINCE TERMINATION OF PROJECT

ACTIVITY	LEISURE TIME After School N		LEISURE TIME After Work N		FULL TIME Not in School or Job N	
	N	%	N	%	N	%
A. Hang around corner	6	7	2	2	8	9
B. Go to movies	9	10	8	9	10	12
C. Visiting friends	14	16	10	12	13	15
D. Work around house	7	8	8	9	14	16
E. Watch younger children	4	5	2	2	3	3
F. Play basketball	15	17	13	15	10	12
G. Play pool	9	10	5	6	8	9
H. Play cards	15	17	8	9	12	14
I. Girl friends	4	5	6	7	3	3
J. TV	2	2	4	5	0	0
K. Stay home	1	1	2	2	1	1
L. Others incl: gambling, drinking, football, records, homework, etc.	6	7	4	5	5	6

N = 87

In Table 36 inquiry was made into the trainees' attitudes toward aspects of the program and the total program. The results are largely consistent with the operational philosophy of the program. From the very beginning it was not expected that job placement was a project goal. In fact, the trainees were initially told "you are invited to join this project for six weeks. We make no promises about what happens next. However, if you want to join we will do our best to make the six weeks interesting and informative and during the last phast tell you about further training opportunities." Therefore, less than one-quarter feel any aspect of the project helped them secure employment directly. Almost one-half of the group felt however, that the remedial classes, work program, relationships with their counselor as well as the project as a whole had been a beneficial learning experience. The evening activities were perceived as "enjoyable"; interestingly, not a single trainee similarly perceived his interpersonal relationship with his counselor in this context.

TABLE 36

ATTITUDES TOWARD DIFFERENT ASPECTS OF PROGRAM AND WHOLE PROGRAM AT FOLLOW-UP

Aspects of Program	Helped Get Job		Taught Math		Gave Hope		Enjoyable		Didn't Help Get Job		Didn't Teach Much	
	N	%	N	%	N	%	N	%	N	%	N	%
A. Morning classes	20	23	49	56	42	48	0	0	2	2	12	14
B. Work program	18	21	51	59	28	32	0	0	2	2	5	6
C. Evening events	4	5	20	23	9	10	41	47	1	1	1	1
D. Relations with Counselor	7	8	42	48	35	40	0	0	1	1	1	1
E. Whole project	12	14	51	59	23	26	0	0	1	1	1	1

KEY: N=87

Also during the final week recruitment officers of the armed services visited the program and outlined procedures for enlistment. Twenty-eight trainees reported during the follow-up interview that they had sought to enlist. Shown in Table 37 are the outcomes of these enlistment attempts in four branches of service. It will be noted that four of the young men passed the requirements and were awaiting call to service. Failure to pass the mental requirements suggests the need for specific orientation and preparation in such populations of out-of-school youth.

TABLE 37

REPORT OF OUTCOME OF ATTEMPTS TO ENLIST IN ARMED FORCES BY 28 TRAINEES

	Branch of Service							
	N=16		N=4		N=4		N=4	
OUTCOME	Army		Navy		Air Force		Marines	
	N	%	N	%	N	%	N	%
A. Failed mental test	5	31	2	50	2	50	2	50
B. Failed physical test	5	31	1	25	1	25	1	25
C. Rejected on police record	0	0	0	0	0	0	1	25
D. Never followed up initial interview	2	13	0	0	0	0	0	0
E. Passed mental test	2	13	0	0	0	0	0	0
F. Passed physical test	0	0	0	0	0	0	0	0
G. Await call-up	2	13	1	25	1	25	0	0

3. Interpersonal Ties

Since all but two of the trainees reported they had made new friendships during the program when asked during its final week in August, 1964, it was felt this was strong argument for the importance we had attached to attempting to widen their horizons through a residential living experience which sought to develop new interpersonal ties. The trainees were initially assigned to their units without reference to long standing interpersonal ties,

TABLE 38

IN-PROJECT AND POST-PROJECT COMPARISON OF DEVELOPMENT OF NEW FRIENDSHIPS IN PROGRAM

Questions Asked	Yes		No		Total
	N	%	N	%	N
Did you make any new friends in program? (8/64)	88	98	2	2	90
Did you make new friendships in program --- which have lasted? (11/64)	31	54	27	46	58

gang memberships and racial group membership. In Table 38 comparison is made between the in-project and post-project expression of the development of friendships. A combination of factors including spatial distance, gang membership barriers and different post-project outcomes (school, work, "hanging around the corner," or jail) might contribute to the marked decrease in friendships maintained. Note, however, that despite these factors nearly one-third of the trainees who reported making friendships later claimed to have kept them. This 33 per cent retention rate appears striking in light of our understanding of the fidelity concerns of the adolescent (Erickson, 1962), and the possible rewards of mixing dropouts and non-dropouts in such residential educational projects. Friendships may well develop across this line as we witnessed their development across those of urban gang affiliation in this project.

4. Attitudes toward Future

The trainees had been informed from the beginning that part of our interest in the conduct of this project was to develop guide-lines for contemplated Urban Job Corps Training Centers under the then pending Economic Opportunity Act of 1964. This was reinforced by the frequent visits, observations, interviewing and photographing of the group by members of The President's Task Force, War on Poverty. They were interested in knowing more about their opportunities of joining a Job Corps Center. This was especially true if one was developed and approved under the management of the University of Pennsylvania as an identification with the institution had obviously developed. In Tables 39 and 40 we raised questions about their willingness to join a Job Corps Center if invited. Almost 60 per cent of the trainees stated they would like to join the Job Corps when interviewed in the follow-up phase (Table 39).

TABLE 39

IF INVITED WOULD YOU JOIN NEW JOB CORPS CENTER?

	N	%
Yes	51	59
No	26	30
Qualified Yes	10	11
TOTAL	87	100

The "Qualified Yes" category represents those that stated in the affirmative provided girls would also be included, or if out of the city home-leaves would be frequently permitted and other undetermined program operational policies. If we combine the "Yes" with the "Qualified Yes" responses at post-project time they total 70 per cent of those interviewed which compares favorably with the 76 per cent who answered in the affirmative when asked during the project (Table 18).

In Table 40 we separated their responses by three groups; namely, those who had returned to school, those unemployed "hanging around the corner," and those employed. Oddly enough, the group demonstrating greatest willingness is the Schoolers followed by Corner Boys and then Workers. It may be that "willingness" is evidence here of manifest desire for improvement, while recalcitrance is evidence of attachment

TABLE 40

PERCENTAGE OF DIFFERENT GROUPS EXPRESSING WILLINGNESS TO JOIN NEW TRAINING CENTER

GROUPS	PERCENTAGES Yes	No	Qualified Yes
Schoolers	67%	19%	9%
Corner Boys	59%	29%	12%
Workers	56%	36%	8%

to neighborhood and work. In addition, there may be the doubt that training will lead directly to any better employment, plus the reluctance to surrender any current income.

In Table 41 the 51 trainees who desired to join a new training center tell us why. Interestingly, the need for improvement in reading and math runs a close second to learning

TABLE 41

REASONS STATED 51 TRAINEES WHY WOULD JOIN NEW TRAINING CENTER

REASON	N
To learn new job skills	48*
To improve reading	41
To improve math	41
To meet other guys	27
To get a job	26
To get out of Philly	21
Other reasons	7
Nothing else to do	6

* Multiple responses

job skills. The value of the experience is also viewed in terms of the development of new friendship bonds, job placement and the desire to be in a different environmental setting.

In the last two tables of data we sought to explore the extent to which the group felt hopeful about the future for youth like themselves and those aspects of their culture which they felt are in a process of change. Table 42 shows that whereas one-third (31 per cent) flet times were better, of adolescent out-of-school youth about one-third (35 per cent) definitely felt conditions are worse.

TABLE 42

"DO YOU FEEL TIMES ARE GETTING BETTER FOR GUYS LIKE YOURSELF?"

	N	%
Getting better	27	31
No change	13	15
Getting worse	30	35
Mixed response	1	1
No response or Indeterminate	16	18
TOTAL	87	100

Table 43 asks the trainees during the post-project contact how they felt that times are changing. Interest held for noting which types of events the trainees felt were mainly changing; these include the "War on Poverty," new drive for self improvement by people at the lower end of the socio-economic ladder and a lowering of racial barriers.

TABLE 43

HOW DO YOU FEEL TIMES ARE CHANGING?

	YES		NO		NO RESPONSE		TOTAL	
	N	%	N	%	N	%	N	%
"War on Poverty will help us	65		3		19		87	100
New jobs are opening up	47		23		17		87	100
Kids are taking school more seriously	36		35		16		87	100
Schools are being improved	43		24		20		87	100
Race barriers are coming down	58		7		22		87	100
People at bottom have new desire to improve themselves	60		3		24		87	100
Other	2		0		85		87	100

9. Conclusions and Implications

The ultimate objective of this pilot project was to suggest guidelines for the design of other residential educational-vocational programs contemplated under federal support. The conclusions and implications are cited here in a proposed overview of a large scale residential program which would ideally be situated in a non-urban setting. Secondly, we report in some detail the general operating policies of such a program for out-of-school, unemployed, 16 to 21 year old males. In this way we have synthesized the findings and experience with the 100 trainees in the experimental program. These ideas were a part of a proposal to operate a Job Corps Training Center located at Indiantown Gap Military Reservation, Pennsylvania, Human Resources Program (HRP) in conjunction with three major industrial subcontractors.

In addition to a tested administration mechanism (the HRP) and the skills of a seasoned faculty, experience in the Summer project made clear the need for the finest possible administrative and logistical support and the most sensitive and modern programs of vocational training coordinated with basic education. In this connection the HRP was fortunate to obtain the cooperative services of three major subcontractors (Burroughs, Philco and Slater) cited here as illustrative of agencies required in such proposed ventures.

A. Overview of a proposed Center

1. Key Program Issues

(a) Objectives

The Center will take as its main objective the ultimate development of a self-respecting, responsible, and employable citizen, or, in the words of the Preamble to the Economic Opportunity Act, the development of an individual capable of contributing to the country "to the full extent of his capabilities and to participate in the workings of our society". Such an objective requires the Center to nurture a particular type of "readiness" on the part of every enrolee. "Readiness" is used here in the sense understood by behavioral scientists and educators who suggest that until there is a "readiness" to learn, it is difficult or impossible to instruct successfully. The Center will seek to develop readiness in this sense for the responsibilities of citizenship. That is, enrolees will be "ready" upon departure from the Center to contribute by doing one of the following:

a. Obtaining and holding employment and advancing in it.

b. Returning and completing school.

c. Undertaking additional vocational training.

d. Entering military service and advancing in it.

e. Accepting a position and advancing in the staff ranks of the Center, the VISTA Program, or the Job Corps.

Implementation of this five-part paradigm of readiness is undertaken with sober expectations of individual disappointments, but with confidence built upon experience that the desired objective can be secured for the overwhelming majority of enrolees.

(b) Prevocational Training

Typical of the crucial and custom-tailored inputs in the Center's readiness program, and possibly the initial key to its success, is the Center's prevocational training effort strongly suggested in recognition, and, of needs of such youth to learn basic work attitudes simultaneously, basic education, as witnessed in the pilot project findings.

Experience in the Summer Project suggests that an optimum educational design should delay, to the extent practical, formal courses of vocational training; such courses do not "take" with enrolees until the appropriate readiness has been developed. Rather, the Center will initially place a strong emphasis upon direct, "hands-on" presentation of problems. For example, enrolees helping to build partitions in a building will develop a readiness for training in understanding blueprints. Enrolees laying out a volleyball court will recognize the desirability of gaining new personal skills in mathematics, and those attempting to assembly a gasoline engine will soon seek new proficiency in the reading and interpretation of manuals.

Not only will the Center's Prevocational Training Program aid general educational objectives through its encouragement of educational readiness, but the Program will also contribute in the important matter of personal career design. Actual work exposure will be so con=ducted that an enrollee aided by adequate supervision will be helped to discover his basic vocational interests and to determine his willingness to master the learning tasks of his chosen career.

(c) Environment

The Center is especially fortunate in the characteristics of its proposed site. All the characteristics promise to contribute significantly to the mutual rehabilitative and readiness goals of the undertaking.

The proposed Center will be located on the Indiantown Gap Military Reservation in Lebanon County, Pennsylvania. The site is 95 miles northwest of Philadelphia and 18 miles northeast of Harrisburg, the capital of the Commonwealth. This mileage makes possible a desirable combination of proximity and distance with respect both to the University of Pennsylvania and the communities in the neighborhood of the site. The center is close enough for the University faculty to commute, while it is distant enough to escape the negative pressures of a metropolis like Philadelphia. Similarly, the Center is close enough to the urban attractions of Harrisburg (18 miles southwest), Hershey (12 miles south), Lancaster (36 miles south), and Lebanon (9 miles southeast) to expect its staff, the enrollees, and the communities themselves to profit from the fact. At the same time, the site is distant enough to protect the desired self-constituting identity of the Center.

Indiantown Gap Military Reservation is located in the foothills of the Blue Mountains. Especially consistent with the Center's goal of establishing a new and positive living environment are the area's superb natural attributes, including camping facilities, trout lakes, hiking trails, and ski runs. In close proximity are the Amish farmlands, the Appalachian Trail, the Indian Caves near Hummelstown, and other possible "supports" of Center objectives. Indeed, the variety of outdoor sports and activities possible on the site and in the area promises not only a refreshing challenge to the urbanities among enrollees, but is likely to prove a pivotal starting point in the reorientation and motivation of all Center participants.

Additional advantages of the proposed site include the following:

a. The area currently has a surplus of skilled manpower and offers thereby a considerable pool of talent to draw upon. Increments in area employment due to the establishment of a Job Corps Training Center will probably contribute to positive Center-community relations.

b. The proposed site is in close proximity to the following teacher training institutions: Franklin & Marshall, Dickinson College, Lebanon Valley, Elizabethtown College, Millersville State College, and Harrisburg Community College. The large numbers of students and faculty represented by these six schools make likely the availability of high-level talent for Center positions, both in a part-time or full-time capacity.

It is recognized that considerably more about the area remains to be learned. In this connection, contact was established with county and city planning commissions in the area in order to obtain a complete inventory of relevant natural and community resources (contact was arranged here with the generous assistance of the Universitie's Fels

Institute of Local and State Government). Further explorations will not be undertaken, however, until an enabling contract from the Office of Economic Opportunities permits the Center to initiate its designed program of community relations. With respect to the Military Reservation per se, the Center is likely to profit from such base features as an uncluttered and orderly layout, the generous availability of space (the base includes 33,000 acres), the high quality of base maintenance and general appearance, and above all, the professional nature and human relations skills of the military occupants (a contingent of 1,000 permanent Army personnel of the 21st Army Corps Headquarters is supplemented by 9,000 or so reservists in the summer months.

(d) Organization

Experience in the Summer Project makes plain the strategic nature of the Center's administrative structure if the Center is to capitalize on its readiness orientation and its programmatic strengths.

The Center will be operated by the University of Pennsylvania under suitable contract coverage. The Burroughs Corporation, operating under subcontract to the University, will be responsible to the University for administrative and logistical support. This closely-integrated division of responsibility will permit the attention and energies of Center professionals to focus especially upon the academic rather than the "housekeeping" portion of their programs.

The University will appoint a Director for the Center who will act as its responsible agent. A departmental structure will be developed to provide for the distinct, though interdependent elements of administration, education, social and personal services, and community relations. Departmental heads will join with the Director and a representative of the HRP to form an Executive Advisory Council.

The Director, within the limits of his authority outlined in guide lines provided by O.E.O., will have full authority to act and responsibility for operation of the Center as the agent of the prime contractor, the University of Pennsylvania. The organizational structure reflects this self-sufficiency of the Training Center while, at the same, it provides the necessary support and policy guidance from centralized resources and executive levels of the University and industry.

In order that the University of Pennsylvania may devote its personnel and resources to the program and to the training and evaluation phases, an appropriate arrangement was established with an organization experienced in developing and maintaining large-scale logistic type operations. For this reason, the Burroughs Corporation has been engaged to furnish by subcontract to the University of Pennsylvania, the administrative and logistic support necessary for the rehabilitation and operation of the approved areas of the Indiantown Gap Military Reservation. The organizational chart is shown in Figure II.

The proposed organizational structure has been designed to meet seven specific requirements, which are:

a. To provide the necessary staff and facilities for an effective implementation of the educational and vocational programs.

b. To provide for the physical well-being and comfort of the enrollee.

c. To provide research and evaluation of methods, individual needs, and enrollee progress.

d. To establish and maintain an effective reciprocal relationship with the surrounding community.

e. To delineate the lines of authority and responsibility necessary for effective policy making and administration.

f. To assure proper emphasis om the program from the highest level of Institution and Corporate management.

g. To allow maximum enrollee participation in all Center operations.

The proposed Job Corps Training Center presents a requirement for unique staff qualifications. Most Training Center employees (as described in the Prevocational Program) will be in direct contact with the enrollees whether they be maintenance men, cooks, office workers, counselors, teachers, or directors. The intense personnel relationships with enrollees which many staff members will necessarily engage in will be pivotal to the rehabilitative objectives of the program. Therefore, in addition to the usual criteria applied by educational institutions and industry in their normal hiring practices, the following special criteria will be applied to the selection of all Center personnel:

a. Ability to teach the techniques involved in the jobs which they themselves perform.

b. Possession by all staff members of a real interest in helping the enrollees develop the ideals, attitudes, and skills for productive living.

c. Evidence that the individuals can develop a high degree of compatibility with the enrollee population.

Key members of the Center's staff will be hired and trained on the campus of the University of Pennsylvania so as to facilitate the establishment of rapport and esprit de corps even while facilities are being readied. This step has the additional advantages of helping to fix the identity of the Center with the University and of permitting HRP to make advantageous use of University personnel as staff training resources. In the pilot program evidence and the meaningfulness of this identity demonstrated itself as the trainees purchased University of Pennsylvania sweat shirts, notebooks, insignia and emblems which they proudly displayed.

2. The Overview of Total Program

In this overview, special attention is given to the major elements of the design of the Center. The overview takes the form of a chronological account of the enrollee's recruitment and selection, entry and orientation, participation, graduation, and post-Center association; it is general and flexible in deference both to its introductory character and to the nature of preoperatative proposals.

The recruitment and screening of applicants for the proposed Center will be done by local screening agencies established on a regional and/or nationwide basis for the proposed Center. Experience dictates that many culturally deprived youths will suspiciously regard the positive features of the opportunity being offered the. This suspicion can be reduced by an objective presentation of the Center's program, e.g., what the enrollee may expect in his daily schedule, the Center's rules and regulations, the location of the proposed Center, and some of its assets and limitations.

(a) Entry and Orientation

Two challenges posed by the prospective arrival of new trainees involve logistical and classificatory matters. In the case of the first, it is expected that the Center's Scheduling and Data Handling Office will have advance notice of the arrival of groups of enrollees and will in turn notify the offices of Personnel Administration, Food Service, Medical Services, Facilities, and Transportation. Such notification will initiate processes whereby the enrollees will be fed, receive housing and counselor assignments, be issued clothing, have their records checked, be scheduled for medical and dental examinations, and be issued identification and name tags.

Classification of the enrollees will be a major function of the orientation process. Special reliance will be placed on an intake interview conducted by a caseworker from the Center's Social Service Department, by the resident counselor involved, and by other Center staff members as appropriate. Data from this interview will supplement material forwarded by Job Corps referral agencies and will focus especially on personal history, educational record, and skills and aptitudes. The caseworker in consultation with the pertinent counselor will review the assembled data and determine tentatively the enrollee's initial prevocational and educational plan.

An integral part of this phase of the Entry and Orientation Program will be introduction of the enrollees to their resident counselor. It will be made explicit that the resident counselor will be living with the enrollees and that he will seek to develop a true insight into their needs so as to better facilitate their progress. This is felt to be the crucial interpersonal relationship in the Center and a ratio of no greater than 12 trainees per counselor should be maintained. Orientation will be further aided by a series of three twenty-men group sessions conducted one week apart for new entrants by the Group Work Service of the Center's Social Services Department. The group meetings will seek to relieve the enrollees' introductory anxieties by providing information about the Center and by giving them assurances that the Center is sensitive to their needs and is committed to helping them secure personal success.

(b) Participation in the Program (See Figure II)

Enrollees will move through a three-stage program on completion of the entry and classification phase.

PROGRAM FLOW CHART

JOB CORPS TRAINING CENTER . . . UNIVERSITY OF PENNSYLVANIA

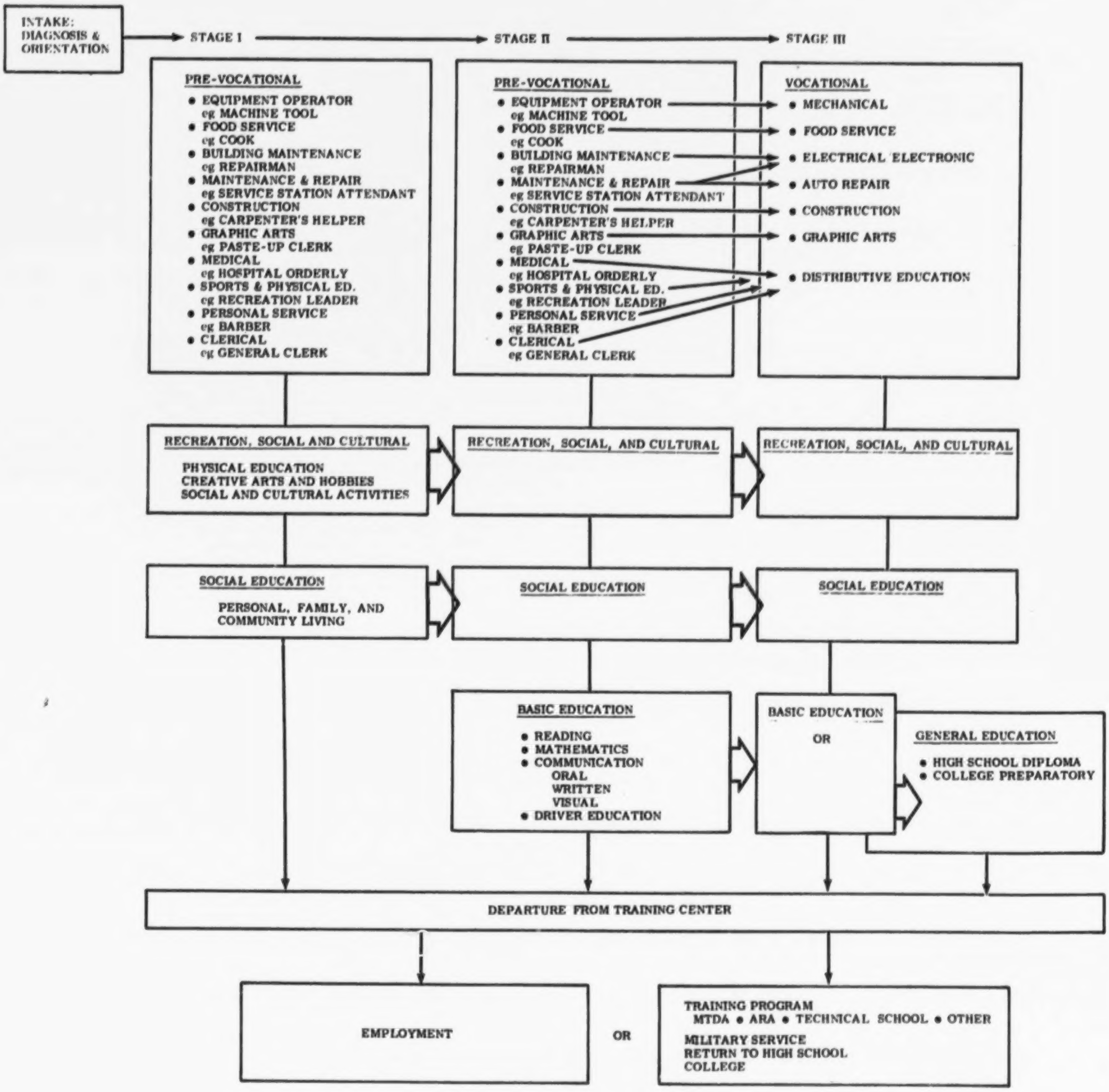
INTAKE: DIAGNOSIS & ORIENTATION
STAGE I
STAGE II
STAGE III
PRE-VOCATIONAL
• EQUIPMENT OPERATOR eg MACHINE TOOL
• FOOD SERVICE eg COOK
• BUILDING MAINTENANCE eg REPAIRMAN
• MAINTENANCE & REPAIR eg SERVICE STATION ATTENDANT
• CONSTRUCTION eg CARPENTER'S HELPER
• GRAPHIC ARTS eg PASTE-UP CLERK
• MEDICAL eg HOSPITAL ORDERLY
• SPORTS & PHYSICAL ED. eg RECREATION LEADER
• PERSONAL SERVICE eg BARBER
• CLERICAL eg GENERAL CLERK
VOCATIONAL
• MECHANICAL
• FOOD SERVICE
• ELECTRICAL ELECTRONIC
• AUTO REPAIR
• CONSTRUCTION
• GRAPHIC ARTS
• DISTRIBUTIVE EDUCATION
RECREATION, SOCIAL AND CULTURAL
PHYSICAL EDUCATION
CREATIVE ARTS AND HOBBIES
SOCIAL AND CULTURAL ACTIVITIES
RECREATION, SOCIAL, AND CULTURAL
RECREATION, SOCIAL, AND CULTURAL
SOCIAL EDUCATION
PERSONAL, FAMILY, AND COMMUNITY LIVING
SOCIAL EDUCATION
SOCIAL EDUCATION
BASIC EDUCATION
• READING
• MATHEMATICS
• COMMUNICATION
ORAL
WRITTEN
VISUAL
• DRIVER EDUCATION
BASIC EDUCATION
OR
GENERAL EDUCATION
• HIGH SCHOOL DIPLOMA
• COLLEGE PREPARATORY
DEPARTURE FROM TRAINING CENTER
EMPLOYMENT
OR
TRAINING PROGRAM
MTDA • ARA • TECHNICAL SCHOOL • OTHER
MILITARY SERVICE
RETURN TO HIGH SCHOOL
COLLEGE

Figure II

In Stage I the enrollees will engage in prevocational education, recreational, social, and cultural activities, and a social education course.

The Prevocational Program will acquaint enrollees with a variety of jobs and in this fashion will assist them in the later choice of a vocational assignment, an assignment based upon personal data, vocational assessment, expressed interest, and the insights of the caseworker and resident counselor. To the extent made possible by job skill levels, the assignments will entail the completion of real tasks in actual work settings. This variety of assignments will be significant in achieving the overall goals of the Center by giving actual vocational work experience to the enrollees.

The Center's continual activities of a recreational, social, and cultural nature will offer a wide range of selection. Such activities will include a Physical Education Program in physical fitness and individual and group sports, a program that focuses on sportsmanship, the building of self-confidence, and the rewarding of effort. The activities also include a program in the creative arts, one which includes music, drama, and one- and two-dimensional art classes and which focuses on helping enrollees find new forms of expression, discover new dimensions of life, and experience new ties to others. A hobby program and a regular series of social and cultural activities, including, for example, air model contests and joint concerts of professional jazz and Center jazz quartets, will round out the Center's effort to strengthen participants in the creative dimensions of their extra-work lives.

Social education entails a constructive focus on personal, family, and community living problems and entails a concern with ways both of adjusting to these problems and securing institutional reforms. Experience in the Summer Pilot Project makes plain the need for frank and positive concern with the real and alleged threats and dangers of the world the enrollees have come from and will return to. Such topics as prejudice and discrimination, the securement of law and justice, and the fostering of healthier and happier families and communities deserve attention in Center discussion groups, as do all other similar expressions of deep-felt need, hurt, and hope. Formal class-time, along with group work programs, case work, and the primary counsel of the Resident Counselor, will be committed in this direction.

In Stage II the enrollees will continue their previous participation in a prevocational assignment, the social education classes, and various recreational, social, and cultural activities. At this time, however, the hours allotted to these program elements will be reduced to permit the permanent introduction into the workday of a formal (though innovative) program of basic education. Enrollees who are deficient in reading, mathematics, and communication skills will receive remedial, custom-tailored attention in small, informal, and well-equipped classes. Instruction will be carefully designed to include a large reality component and to make possible regular experiences of success. A program in driver education for all enrollees will also be introduced and should go far to reinforce the "real-world" orientation the Center seeks always to establish.

In Stage III the enrollees will have an opportunity to advance to a vocational and educational speciality.

During the tenure of enrollees in Stages I and II, an assessment of their vocational and educational potential will be made. In consultation with the relevant caseworker and resident counselor, the Office of Vocational Education will help enrollees elect one of the Center's seven major areas of vocational concentration: mechanical, food service, electrical, automotive, construction, graphic arts, and distributive education.

Within each area of concentration there will be a large number of subspecialties and a number of achievement levels: the Center's Vocational Program will seek the optimum match by subspecialty and the securement of the maximum possible achievement level. Versatility and fundamental skills will receive primary attention; therefore, the ability of Center graduates to adapt to vocational changes throughout their lifetime will be ensured.

Educational potential will be assayed through standard measuring devices supplemented by the insights of Center staff members and the enrollees themselves. If, after discussion of the increasing educational requirements of the larger society, the enrollees desire to advance beyond the grade-level goals of the Basic Education Program, they will have two options: they may enter a specially designed program to help them obtain a high school equivalency diploma or they may enter a college preparatory program. In both cases the enrollees will be realistically counseled before electing the option, and every possible support will be employed during the course of the effort. Here, as elsewhere throughout the entire Program, the enrollee's level of readiness and need for experiences of success will serve as proper and constructive guides.

In preparation for the return of enrollees to the larger community, the Center's Group Work specialists will help conclude Stage III of the overall three-phase Program with a series of weekly orientation sessions. These meetings will be held to twenty or fewer homeward-bound enrollees and will focus in a positive, constructive fashion on the following: the post-Center opportunities available in the labor market, other vocational programs, military service, and further education. The Center's Office of Placement and Job Development will assist by providing up-tp-date information, news of immediate openings, and personal assistance in guiding enrollees to these openings.

B. Operating Policies

1. General Policies

Experience in the Summer Pilot Project demonstrated the need for a clear, internally consistent, and externally compatible set of operating policies. While both staff and trainees are expected to modify policies as practice suggests, the former through the Executive Policy

Council and the latter through the Trainee Advisory Council, general guidelines in key policy areas are set down below.

a. Character of Program - It will be the policy of the Center to support a program the character of which combines a tight schedule with considerable internal flexibility. Adolescents require clear-cut instructions, continued activity, and multiple-role engagements if they are not to succumb to apathy, disorientation, and negativism. Adolescents as trainees also require a personally tailored program, one which recognizes considerable differences among the participants and seeks to maximize strengths and minimize weaknesses. Accordingly, the policy of the Center endorses a compact, tightly-organized day and calendar of activities, allowing room therein for the personalized programming necessary to avoid the ancient error of the mythical homogeneous mass and the "lock-step" system of miseducation.

To help implement this policy the following steps will be taken:

a. Every trainee will be the subject of a personal dossier, the inspection of which will be opened only to O.E.O. and Center staff members. Materials in this dossier will provide an up-to-date profile of the trainee, as complete as modern behavioral science and information-gathering techniques now permit.

b. Regular conferences between relevant staff members (such as teachers, caseworkers, and counselors) as well as conferences between staff members and the trainee will consider ways to strengthen the trainee's experience.

c. A trainee will be free at any time to request a review of his program and progress and to recommend changes therein to relevant Center staff members.

d. Feedback from the Office of Research and Evaluation at the Center will be employed as a necessary quality check on the policy of merging a full program with tailored pathways.

b. Focus of Trainee Identification - It will be the policy of the Center to encourage trainees in the following kinds of personal identification:

a. Participant in University of Pennsylvania-O.E.O. Educational Program.

b. Participant in Indiantown Gap Job Training Center.

c. Participant in Dormitory Four, Area III.

Experience in the Summer Pilot Project made plain the rehabilitative value of trainee identification with an institution that widely symbolizes a kind of success and status-securement. We seek both to capitalize on this insight and to minimize any confusion that might develop from the location of the Center on a military base. Identification with the University of Pennsylvania will be fostered in the following ways:

a. Staff recruitment and training will initially take place on the University of Pennsylvania campus.

b. Programs at the Center will be guided in part from the Universit of Pennsylvania campus (e.g., Social Services and Recreation).

c. Banners, flags, and symbols, along with the University of Pennsylvania's Red and Blue color scheme will be liberally employed.

d. University groups will be invited to visit and perform at the Center (e.g., the Drama Group, The Chorus and the sports team).

e. Trainees accepted for junior staff positions will receive part of their training at the University of Pennsylvania campus.

f. University officials, faculty, alumni, and friends will both tour and participate in certain Center activities.

g. Trainees who secure a High School Equivalency Diploma and desire a college education will be invited to the University of Pennsylvania campus for educational counseling (e.g., testing, discussion of different schools, and scholarship advice).

A second kind of identification is with the national Job Corps. Center policy will encourage this identification in the following ways:

a. Trainees will be recruited by Job Corps agencies and will take the Job Corps Oath in a formal ceremony.

b. VISTA personnel trained by the Office of Economic Opportunity will be employed as counselors when available.

c. Printed materials, posters, and other O.E.O. items will be liberally employed.

d. O.E.O. officials are expected to tour, and will be invited to participate in Center activities (e.g., groundbreaking and graduation ceremonies).

e. Trainees will engage in competitive recreation activities with trainees of other Job Training Centers and will be encouraged to socialize with these fellow Corps members to the extent that time and travel permit.

f. Trainees desirous of Junior staff positions will be recommended to O.E.O. for possible placement in other O.E.O. establishments when there are no openings at the Center.

A third kind of identification focuses on the common fact of residence at the Center. Since esprit de corps can be enhanced by a common site identification among the Center members, it will be the policy of the Center to support such identification in the following ways:

a. Articles of clothing will be provided that identify the wearer as a Center resident (e.g., emblems on T-shirts, jackets).

b. Center equipment will be distinctively marked (trucks, cars, and buildings).

c. Center teams will compete in athletics with area high school teams and Corps teams from other O.E.O. establishments.

d. A center Award System will focus attention on Center members and membership (e.g., "Best Center Athlete of 1965" and "Most Improved Trainee of 1965").

e. Center publications manned and edited by trainees will publicize people and events of interest to the trainees (e.g., a biweekly newsletter related to the Graphic Arts Program or a semi-annual picture magazine).

Finally, identification among members of thirty-six-man dormitories is desirable, as these are expected to be the significant living units in the life system of a Center trainee. Accordingly, identification will be encouraged in the following ways:

a. Each dormitory will be encouraged to adopt a distinctive emblem, a slogan, and other forms of personalization.

b. Each dormitory will be asked to elect a representative to the Trainee Advisory Council (TAC).

c. An intramural system of dormitory athletic competition will be an integral part of the Recreational, Cultural, and Social Program at the Center.

d. Each dormitory will be encouraged to engage in special weekend activities (e.g., overnight hike, historical tour, or mural painting).

While several other kinds of identification are anticipated (such as common bonds according to choice of vocational training, avocational interests, city of origin, and the like), the identifications mentioned will be particularly encouraged.

c. Rules and Regulations - Indispensable in an operation as large in numbers, vast in scope, and ambitious in goals as a Job Training Center is a policy on rules and regulations. The Center takes as a guide in this matter its primary goal of trainee preparation for a satisfying and rewarding adult life and will therefore make "self-government" a large element in its policy on rules and regulations. Both at the staff level, where the Director will consult regularly with the Executive Policy Council, and at the staff-trainee level, where the Center will remain attentive to the deliverations of the Trainee Advisory Council, the Center will seek within practical limits to provide all with a real and meaningful experience of democratic rule-setting.

The practical limits that will operate as important constraints include the following:

a. Directives from O.E.O. and the H.R.P. will override all contrary rules and regulations, pending a review of divergence and the establishment of new policy.

b. Safety will be a paramount concern, and no rule or regulation will be set that in any way poses a threat to the life or limb of Center members.

c. Personal dignity will be a paramount concern, and no rule or regulation will be set that in any unfair way poses a threat to the self-respect and reputation of Center members.

It would be expected that the foregoing policy guides will make possible the speedy establishment of proper rules and regulations as regards areas of authority, the use of alcohol, the occurrence of fights, the unauthorized use of Center resources, unauthorized leave, the emergence of personality conflicts, accusations of misdeeds, and implementation of peer group pressures.

d. Internal System of Rewards - Experience in the Summer Pilot Project points up the importance of providing trainees with acknowledgement of "success" and with pride in accomplishment. Many Center enrollees will come from environments marked by situations of failure, rather than success, and the rehabilitation of these young men will hinge in large part on helping them construct a new and more positive self-image. To this end, it will be the policy of the Center to structure the entire Program around success plateaus, or achievement levels, readily accessible and publicly recognized. In practice this will mean the following:

a. Educational and vocational courses will have clearly-marked termination points, and passage through an educational or vocational program will include certificates of accomplishment, prized in the form of book-buying credits, medals, badges, and the like.

b. Special insignia will be employed wherever appropriate to designate trainees with superior records. Special uniforms may be practical in the gyms, the vocational education ships, the hobby shops, and the student government; trunks, work jackets, T-shirts, and arm patches may be used.

c. The regularity and length of leaves will be varied to designate trainees of special accomplishment.

d. Use of Center resources of particular interest to trainees, such as Center autos, trucks, hiking and hunting gear, and boating and fishing equipment, will be allocated so as to reward trainee success.

e. Assembly programs will be regularly held for the purpose of publicly recognizing superior accomplishment in all Center activities. Trainee publications will also serve this function.

f. Booster rallys and victory celebrations will be held when appropriate in connection with the competitive activities of Center athletic teams.

g. Publicity will be given to the success record of Center graduates, with many invited to return occasionally and counsel current trainees.

h. Especially desirable activities, such as contact with important visitors to the Center, will be opened to trainees in accordance with interest and merit, the latter measured by accomplishment.

i. Special activities will be scheduled for trainees with particularly distinguished records. Such activities may include a Washington, D.C. visit or a trip to the United Nations.

The Center will seek at all times to employ rewards meaningful to trainees and staff, taking care, however, to expand the horizons of trainees beyond their anticipated initial focus on purely financial rewards. Experience with the Summer Pilot Project clearly established the significant motivational strength of such nonfinancial items as honor ceremonies, status distinctions, special garb, differential privileges, and personal publicity. It will be the policy of the Center to accent these nonfinancial, but meaningful, rewards and, in this way, to further contribute to the construction of a new and broadened world view and self-conception.

e. Internal System of Discipline - It will be the policy of the Center to support a system of discipline that takes rehabilitation as its primary concern and chief operating criterion. By rehabilitation is meant the development by an offender of a new appreciation for the necessity and advisability of the violated rule, new regret over its violation, new intent to avoid repetition of the violation, and new concern with the relevant attitudes and values of others. Considerable effort will be made to combine a type of chastisement serious enough for impact with a type of instruction sensitive enough to move the offender beyond hostility into a constructive educational experience.

To this end, it will be the policy of the Center to support the following:

a. Orientation, which will include the distribution and discussion of a Handbook of Center Guidelines, a carefully composed, understandable, and unequivocable code of rules and regulations.

b. Staff members will receive training in interpretation and implementation of the Handbook of Center Guidelines.

c. Use of Center resources of particular interest to trainees, including expecially access to the avocational program, will be denied according to a preestablished and publicized scale of reprimands (available in the Handbook of Center Guidelines).

d. The regularity and length of leaves will be varied to designate trainees whose conduct has cost them the temporary loss of standard leave status.

e. Trainees will be confined to quarters, sent home on involuntary leave, or discharged according to O.E.O. and Center standards and terms.

As a consequence of the special interest in experiences of self-government, success, and new perspectives, the policy on discipline at the Center will seek to merge flexibility, understanding, and growth with clarity, firmness, and responsibility. Adolescents need both a "second chance" and a "firm guide"; cooperation among such Center specialists as educators, caseworkers, researchers, and counselors will be directed to securing both for them.

f. Internal System of Leaves - It will be the policy of the Center to incorporate leaves as thoroughly as possible into the overall program and to naximize thereby the rehabilitative, recreational, and educational potential of trips and leaves. To help accomplish this the Center will take the following steps:

a. Details of Leave Policy will be included in a Handbook of Center Guidelines. Both trainees and staff will receive an orientation in the matter.

b. Leaves will be guided by appropriate Center staff, who will suggest alternative recreational, social, and educational activities.

c. As circumstances suggest, staff members may informally accompany trainees on leave.

d. Within prescribed limits, leave time will be permitted to accrue. Additional leave time may be awarded for accomplishment, even as leave time may be withdrawn as a reprimand.

Because of the particular recreational merits of the proposed site for the Center (two fishing lakes, a mountain range, uninhabitated woods, a ski slope, riding academies, bowling alleys, and movie theaters), it is expected that the kind of custom-tailored, personally counseled program of leaves that will operate at the Center will go far to rejuvenate and stimulate Center participants, even as it adds its own unique and valuable flavor to the entire undertaking.

g. Character of Encironment - One of the many valuable lessons learned during the Summer Pilot Project suggests that adolescents treat a first-class environment in a first-class way and a second-class environment accordingly. University property used by high-school dropouts in the Pilot Project was respected when new and operative and was abused when its decrepit character was interpreted as an insult by the intended user. Seeking to profit from this insight, it will be the policy of the Center to rehabilitate all facilities so as to bring them up to commonly-accepted standard of usefulness, comfort, attractiveness, and economy. To this end, the Center will seek the following:

a. Army structures will be modernized to include rooms, personal furniture, attractive fixtures, and pleasant, study-facilitating interiors.

b. Educational matter, both general and recreational, will be top quality (although considerable "scrap" will also be stockpiled to accommodate valuable trial-and-error learning experiences).

c. Fix-Up-Paint-Up Programs will be regularly scheduled as a trainee activity.

d. University colors (Red and Blue) will be liberally employed to brighten and distinctively mark the area.

e. Professional repair and maintenance service will be on regular call and will include, where possible, some training experience for interested enrollees.

As in the Pilot Project, on-going repairs will be minimal, for, given an environment that indicates respect for them, trainees are likely to respect it in return.

h. Efficiency - A central element in the concept of operation is that organizational efficiency can only be measured in terms of the primary objective of the Center. The primary objective is to motivate and educate disadvantaged young men so that they will be employable. This concept receives meaning from examples like those that follow. If a group of enrollees helps to lay floor tile, the time required of the tile contractor's men will be extended because the enrollees must be told what to do, shown how to do it, and evaluated upon task completion. As a consequence, the tile job may cost more than it would cost without enrollee participation. This is inefficient from a construction point of view, but justified by the objective of the prevocational training as one means for increasing employability. A second example is found in the size and quality of staff planned. A Center could be operated smoothly with fewer counselors, teachers, and consultants; experience requirements could be lowered, and economic efficiency would be increased. However, because the success rate would also be lowered, this course has not been followed. A small percentage of enrollees would attain the citizenship and employability objectives open to them.

i. Exposure Sequence - The principle of enrollee readiness was developed earlier. One example of postponing instruction until a readiness for it has developed occurs in the sequence in which the educational, recreational, social, and cultural programs are initiated. The same principle is applied to the courses within a program, to class periods within courses, to topics within class periods, and to the ideas within topics. Within the restrictions of practicality, every exposure, treatment, and activity of an enrollee will take place only when the enrollee is ready for it.

j. Permissive Regulation - The entire environment is designed to be as permissive and evocative as feasible. This is necessary in order to develop and then exploit readiness. Prohibitions must be held to a minimum and reserved for items of conduct that infringe on the rights of others or existing regulations. When prohibitions appear to be necessary and not adequately translatable into permissive form, the prohibition must be clearly promulgated, the sanction stipulated, and the infringement meticulously administered.

Permissiveness has been introduced in many different ways. The provisions for student government constitute one example. The system of rewards is another. The enrollee's entrance and tenure are voluntary. One of the most significant permissions is the enrollee's selection of courses and activities. Of course, this choice is not a completely free one, but will be protected by the guidance of the counselors and policies of the Center.

k. Operational Flexibility - Commitment to a common objective through utilization of readiness under permissive conditions leads directly to the conclusion that the operation must be quite flexible. Flexibility is necessary where there is a choice of enrollee activities and when the choice is made by and for the benefit of each enrollee. The tenure of enrollees is flexible and subject to variation. In the individualized, tutorial, and remedial courses, each enrollee will pace himself and thereby determine how much time will be required for completion. In other classes, none of which represent as much as 1 per cent of the population of the Center, the members can be relatively homogeneous in learning rate. Thus, two classes starting at the same time and covering the same material may not terminate at the same time. Class instruction will be adjusted to the capabilities of the members by the following devices:

a. Initial choice of subject area and course by the enrollee and counselor.

b. Enrollee placement in a particular section of a course where class size is small and the duration short.

c. Variable amounts of reading material and exercises required of the members of a section.

Another form of flexibility is adjustment to changes in enrollee schedules during the progress of courses. It is not intended that an enrollee once registered in a course must necessarily remain in the course until the course is completed. As soon as it is determined that the enrollee will not substantially profit from a course, a change will be worked out, if it is at all reasonable to do so. New and modified courses will be needed on short notice. The flexibilities described for class instruction apply in principle to all the social, cultural, and recreational activities. The main difference is that the desirable flexibility can often be obtained more easily in these activities than in class instruction.

1. Experimental Approach - Flexibility carried to the extreme could become unorganized, chance variability. This extreme will be avoided by adopting an experimental approach. The essence of this approach is to find in each change, if possible, a comparison which will yield new

information for guidance and planning. The design set forth in this proposal is believed to be an effective way to achieve a high success rate in terms of the citizenship and employability objectives. Nevertheless, this will remain as a belief supported by indirect evidence until actual operations prove or disprove the hypothesis. It is probable that, in a design as complex as this one, there will be features and details that will not be optimum for the primary objectives and especially for the many secondary objectives. Progressive refinement will then be started. Experimentation that is controlled as well as the situation permits will be undertaken. The control, critical comparison, and cautious identification of causation implicit in experimentation must be employed to yield the directivity that can make a good design better. The goal of this experimentation is not to try something and see what will happen but rather to optimize a design.

m. Real, Useful Work for Enrollees - When the operation is viewed from the standpoint of the individual enrollee, one of the important characteristics is the work assignments. Useful work that obviously contributes to the progress and success of the Center will be part of every man's daily schedule. During the first six weeks, the work period will be at least four hours per day. The period may be extended beyond four hours when the time is not needed for other activities, such as orientation, tests, and medical examinations. After the initial period of four to eight weeks, the work period will be shortened and/or concentrated on during certain days of the week. Another change that will occur progressively throughout each enrollee's tenure is a shaft in the function of the assigned work. The early functions are:

a. To familiarize the enrollee with occupations through direct exposure.

b. To teach the attitudes and habits of productive employment.

c. To impart the general and most elementary skills that support other occupational skills. These elementary skills constitute a backup possibility for employment.

Later, the work objectives are:

a. To provide both direct and related experience in the man's chosen occupation.

b. To increase in number and depth the backup skills that might result in temporary employment, pending openings in the area of specialization.

Work experience, to be useful in the development of enrollee attitudes, must be real, real in the sense that he is able to see the need for performing it and can see the results of his effort. "Manufactured", or simulated work situations, proved relatively ineffective in the University of Pennsylvania Summer Camp of 1964 and in the experience of the State of New York Division of Youth Programs. Almost all tasks involved in the establishment and operation of a Training Center offer real work experience. More specifically, the requirement for rehabilitation and the physical characteristics of the proposed site at Indiantown Gap Job Corps Training Center make it especially suitable in this connection.

n. Improvement of the Total Individual - The one way in which Job Corps Training Centers differ from many other educational ventures is that provisions are made for dealing with the total individual. Vocational courses unaccompanied by any other improvements may not result in employability, due to emotional or adjustment problems. The point of view adopted for this Center is that all employability limitations must be identified and evaluated. If a limitation can be corrected, the correctives will be available as a resource and included in the enrollee's program. If the limitation can be compensated for by more extensive training in another related area, the flexibility of the Center will permit this kind of specialization. If a limitation is uncorrectable, it will be avoided by guiding the enrollee toward occupational clusters and levels where the limitation will not seriously hamper his success.

Another aspect of the approach to the total individual is personality consistency. Within the restrictions imposed by the short tenure of about one year, the goal will be to adjust the individual's aspirations, plans, goals, skills, habits, attitudes, attainments, emotional outlook, and life philosophy to a common base. Through candid self-appraisal, a set of life objectives will emerge. They must be challenging, realistic, and attainable. If they are, they will be the common base to which all aspects of the personality can be related and adjusted.

o. The Role of Scheduling - Time and schedules will be important items in the daily life of each enrollee. Scheduling will be emphasized not to impose institutional regimentation but to foster orderly habits. Those who have examined adolescent behavior tell us that one of great lessons for the adolescent and young adult is to acquire the self-discipline to adhere to a schedule. Scheduling represents a step beyond "immediate response to the exigencies of the moment". While exigency response is certainly a valuable and desirable part of the life of every adult, it cannot substitute adequately for deliberate, preplanned response. One of the important limitations of exigency response occurs when the moment presents no exigency. Indeed, the unstimulating, underprivileged environment is such as a consequence of the lack of behavior-inciting challenges offered. The environment of the Center will be designed, therefore, to offer these challenges. The men will be busy throughout their waking hours; the day will be scheduled to provide a full, balanced roster of activities. Even recreation and leisure time will be scheduled. In this way the Center environment will provide a balance between deliberate and exigency responses.

p. The Center Community - The Center will be a small, localized community. It will be a community in several respects. One of these is the partial separation from the military base and surrounding neighborhood. Another is the self-sufficiency of the Center. Still others are:

a. Internal organization and social structuring.

b. Common objectives and interests.

c. A recognizable set of customs and attitudes.

d. Morale and self-identification.

One difference between this community and others is its temporary nature. There are certainly no provisions for establishing families or long-term employment. Thus, the Center will be developed as a community with all the positive and beneficial characteristics that can be injected within the limits imposed.

q. Explicit Responsibilities - All staff members, contractors, and employees, as well as enrollees, will have explicit responsibilities. These are defined through the table of organization, Center policies, and operating procedures. This does not mean that the unity of Center operation is sacrificed. Many activities, perhaps the majority of them, involve more than one person and more than one unit or department. By defining carefully the responsibilities for every member of the Center community, it is possible to see in advance how anticipated problems will be handled.

Finally, such a federally supported residential educational program should be closely related to public education in the area.

This can be done through the University as a training center of teachers as well as other personnel across a wide range of the human services. Educators as well as these other personnel would have part of their field work training in the Center. If the Center is conceived and conducted as an experimental laboratory in which we arrive at solutions to unanswered questions concerning the motivation and education of the 16 to 21 year old dropout, these lessons need to be carried into the classrooms of our public schools. It would appear that this pivotal role of the University in Urban Job Corps Training Centers is perhaps its most crucial on a long-range basis.

APPENDIX I

FOLLOW-UP INTERVIEW SCHEDULE

Human Resources Program
University of Pennsylvania
1964

Summer Residential Educational-Vocational Project
Trainee Follow-Up Interview

Respondent: ______________________________

Address: ______________________________

Phone: ____________________

Identity of Respondent: Trainee ____________

Age ____________

Location of Interview: ______________________________

Date of Interview: ______________________________

Time Began: ______________ Time Ended: ______________

Interviewer: ______________________________

SUGGESTED INTRODUCTION: Hello, I'm ____________, and I'm working for Dr. Howard Mitchell at the Human Resources Program of the University of Pennsylvania. I've been asked to find out what you've been doing since the Summer Project ended and to get your ideas of the Summer's experience.

I. Personal History

A. Employment

1. Have you had any jobs since the Summer Project? Yes 1
(If "yes", proceed; if "no", move to Section B) No 2

a.

2. How many? b. Where did you work?

One	1	________________
Two	2	________________
Three	3	________________
Four/ More	4	________________

3. Are you still on the job? Yes 1
No 2

4. What kind of a job(s)?

	Job 1	Job 2	Job 3	Job 4
Retail	1	1	1	1
Wholesale	2	2	2	2
Construction	3	3	3	3
Manufacturing	4	4	4	4
Service	5	5	5	5
Communications	6	6	6	6
Transportation	7	7	7	7
Other	8	8	8	8

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5. Job Title(s): ________ ________ ________ ________

6. Why did you take the job(s)?

	Job 1	Job 2	Job 3	Job 4
Had nothing else to do	1	1	1	1
Only thing available	3	3	3	3
Needed money	5	5	5	5
Interesting work	2	2	2	2
Interesting People (co-workers)	4	4	4	4
Opportunity to learn	6	6	6	6
Opportunity to advance	8	8	8	8
Other	7	7	7	7

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7. What were your duties?

	Job 1	Job 2	Job 3	Job 4
Selling	1	1	1	1
Stockwork	2	2	2	2
Clerical	3	3	3	3
Administrative	4	4	4	4
Mechanical	5	5	5	5
Physical Labor	6	6	6	6
Errands	7	7	7	7
Deliveries	8	8	8	8
Making or Processing something	9	9	9	9
Other	10	10	10	10

8. What skills were required on your jobs?

	Job 1	Job 2	Job 3	Job 4
Reading	1	1	1	1
Math	2	2	2	2
Talking to people	3	3	3	3
Muscles	4	4	4	4
Mechanical	5	5	5	5
Drawing	6	6	6	6
Operating Office Machines	7	7	7	7
Operating Heavy Machinery	8	8	8	8
Driving	9	9	9	9
Following Directions	10	10	10	10
Figuring things out for yourself	11	11	11	11
Other	12	12	12	12

9. How long were you employed?

	Job 1	Job 2	Job 3	Job 4
1-2 Weeks	1	1	1	1
3-5 Weeks	2	2	2	2
6-8 Weeks	3	3	3	3
Other	4	4	4	4

10. What hours did you work?

	Job 1	Job 2	Job 3	Job 4
8 per day	1	1	1	1
day shift	1a	1a	1a	1a
night shift	1b	1b	1b	1b
1-4 per day	2	2	2	2
4-8 per day	3	3	3	3
2-3 days a week	4	4	4	4
Split or rotating shift	5	5	5	5
Other	6	6	6	6

11. How long did it take you to get to your job?

	Job 1	Job 2	Job 3	Job 4
Walking distance	1	1	1	1
15-30 min. on PTC	2	2	2	2
30-1 hr. on PTC	3	3	3	3
Made special move closer	4	4	4	4
Other	5	5	5	5

12. How much did you get paid?

	Job 1	Job 2	Job 3	Job 4
Below 75¢	1	1	1	1
75¢-$1.25	2	2	2	2
$1.26-$1.75	3	3	3	3
$1.76/Over	4	4	4	4
Other	5	5	5	5

13. How did you find the job(s)?

	Job 1	Job 2	Job 3	Job 4
Agency	1	1	1	1
Friend	2	2	2	2
Newspaper	3	3	3	3
Summer Program Directly	4	4	4	4
State Employment	5	5	5	5
Other	6	6	6	6

14. Why did you change or leave your job?

	Job 1	Job 2	Job 3	Job 4
Got laid-off	1	1	1	1
Got bored	2	2	2	2
Temporary job to begin with	3	3	3	3
Found something better	4	4	4	4
Got fired	5	5	5	5
Late for work	5a	5a	5a	5a
Couldn't do the work	5b	5b	5b	5b
Didn't work enough	5c	5c	5c	5c
Suspected theft	5d	5d	5d	5d
Argument with boss	5e	5e	5e	5e
Fight with co-worker	5f	5f	5f	5f
Complaint from customer	5g	5g	5g	5g
Don't Know	5h	5h	5h	5h
Moved away	6	6	6	6
Went to jail or got arrested	7	7	7	7
Other	8	8	8	8

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15. If you are no longer working, why not?

Can't find a job	1
Can't find a job I want	2
Don't want a job	3
Went back to school	4
Difficulty with Police	5
Other	6

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16. Did anything you did at, or learned from, the Summer Project help you on your job?

	Job 1	Job 2	Job 3	Job 4
Get there on time	1	1	1	1
Reading	2	2	2	2
Math	3	3	3	3
Making Friends	4	4	4	4
Use tools or machinery	5	5	5	5
Learned from counselor	6	6	6	6
Confidence	7	7	7	7
Able to stick to the job	8	8	8	8
Other	9	9	9	9

17. Was there anything in doing your job(s) that you wished you had been able to do better?

	Job 1	Job 2	Job 3	Job 4
Read	1	1	1	1
Math Problems	2	2	2	2
Talk to people	3	3	3	3
Use tools or machinery	4	4	4	4
Other	5	5	5	5

18. If somebody offered you the same job(s) over again, would you take it?

Yes	1
No	2

a. If "Yes", why?

	Job 1	Job 2	Job 3	Job 4
Interesting work	1	1	1	1
Learned a lot	2	2	2	2
Good hours	3	3	3	3
Good pay	4	4	4	4
Nice people	5	5	5	5
Close to home	6	6	6	6
Only thing available	7	7	7	7
Don't know	8	8	8	8
Other	9	9	9	9

b. If "No", why not?

	Job 1	Job 2	Job 3	Job 4
Boring	1	1	1	1
Doesn't pay	2	2	2	2
Too hard	3	3	3	3
Can't do it	4	4	4	4
Too far from home	5	5	5	5
Don't like boss or co-workers	6	6	6	6
Just wouldn't	7	7	7	7
other	8	8	8	8

B. Attempts to find employment

1. What was your job assignment during the Summer?

Construction	1
Gardening	2
Groundskeeping	3
Printing	4
Repair Shop	5
Buildings and Grounds	6
Planning Office	7
Engineering Services	8
Housekeeping	9
Dining Service	10
Woodwork	11
Bookstore	12

2. Were you offered a job there? (Ask only if other than Number 1 was recorded in preceding question.)

Yes	1
No	2

a. If "Yes", why didn't you accept?

Didn't like the work	1
Didn't like the people	2
Too far from home	3
Not enough pay	4
Wanted to look for something better	5
Wanted to go back to school	6
Don't Know	7
Other	8

3. Have you tried to find a job since the summer program ended?

Yes	1
No	2

a. If "No", why not?

Didn't think I could get one	1
Didn't want one	2
Thought one was coming up	3
Wanted to return to school	4
Didn't know where to look	5
Other	6

b. If "Yes", how did you go about looking?

	1st Try	2nd Try	3rd Try	4th Try
Newspaper	1	1	1	1
State Employment	2	2	2	2
Other Agency	3	3	3	3
Friend	4	4	4	4
Social Worker	5	5	5	5
Family	6	6	6	6
Other	7	7	7	7

b. (1) What happened when you went to apply?

	1st Try	2nd Try	3rd Try	4th Try
Job already taken	1	1	1	1
Had interview	2	2	2	2
Told they would call me	3	3	3	3
Told to come back again	4	4	4	4
Did you?				
Yes	4a	4a	4a	4a
No	4b	4b	4b	4b
I didn't like the job	5	5	5	5
I didn't have the qualifications	6	6	6	6
I didn't have the experience	7	7	7	7
Was too young	8	8	8	8
Don't Know	9	9	9	9
Other	10	10	10	10

b. (2) Were you offered a job?

	1st Try	2nd Try	3rd Try	4th Try
Yes	1	1	1	1
No	2	2	2	2

b. (3) (a) If "Yes", why didn't you accept?

	1st Try	2nd Try	3rd Try	4th Try
Didn't like the job	1	1	1	1
Not enough pay	2	2	2	2
Didn't like the hours	3	3	3	3
Too far from home	4	4	4	4
Other	5	5	5	5

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b. (3) (b) What kind of a job was it?

	1st Try	2nd Try	3rd Try	4th Try
Selling	1	1	1	1
Stockwork	2	2	2	2
Clerical	3	3	3	3
Administrative	4	4	4	4
Mechanical	5	5	5	5
Physical Labor	6	6	6	6
Errands	7	7	7	7
Delivering	8	8	8	8
Making or Processing Something	9	9	9	9
Other	10	10	10	10

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b. (3) (c) How much did it pay?

	1st Try	2nd Try	3rd Try	4th Try
Below 75¢	1	1	1	1
76¢-$1.25	2	2	2	2
$1.26-$1.75	3	3	3	3
$1.76-/Over	4	4	4	4
Other	5	5	5	5

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b. (3) (d) How far was it from home?

	1st Try	2nd Try	3rd Try	4th Try
Walking Distance	1	1	1	1
15-30 min. on PTC	2	2	2	2
30-1 hr. on PTC	3	3	3	3
Lived in	4	4	4	4
Other	5	5	5	5

If no. 1, estimate distance:

b. (3) (e) What were the hours?

	1st Try	2nd Try	3rd Try	4th Try
8 per day	1	1	1	1
Day Shift	1a	1a	1a	1a
Night Shift	1b	1b	1b	1b
1-4 per day	2	2	2	2
4-8 per day	3	3	3	3
2-3 days a week	4	4	4	4
Split or rotating shift	5	5	5	5
Other	6	6	6	6

4. Did State Employment ever get in touch with you?

Yes	1
No	2

5. Did you ever get in touch with them?

Yes	1
No	2

6. If "Yes" to No. 4 or 5, did you:

Ignore their job lead	1
Follow-up their job lead	2
Other	3

C. Schooling

1. Have you made any attempt to go back to school? (If "No", proceed to Number 8.)	Yes	1
	No	2

2. Were you encouraged to go back to school by:

Project Counselor	1
Speech by woman teacher during last week of the project	2
Other trainees of the project	3
Pride you felt living on the University campus	4
Progress you made in Project classes	5
Movie: "I Never Went Back"	6
Parents and family	7
Other	8

3. Did you make any of these moves?

Went to teacher in old school	1
Went to Board of Education	2
Made phone call to old school	3
Made phone call to Board	4
Spoke to friends who have returned to school	5
Other	6

4. What were you told by School Authorities?

Too old to return	1
Grades too poor	2
Conduct record too bad	3
School too crowded	4
Applied too late	5
Other	6

Can Return any time	7
Opening available at night school	8
Other	9

5. If you are now back in school, where, and in what grade?

a. Where ______________________________

b. Day 1
Evening2

c. Grade: 9 10 11 12
1 2 3 4

d. Full-time 1
Part-time 2

6. How are you finding school?

Easier than before	2
More interesting than before	4
Learning more	6
More fun than before	8

As difficult as ever	1
As dull as ever	3
Not learning much	5
Not much fun	7
Other	9

7. How do you get along with your teacher(s) now?

Worse than before	1
Better than before	2
Same as before	3
Other	4

8. Does your teacher(s) know you were in the Summer Program? Yes 1
No 2

9. If "Yes", has this made a difference in your relations with the teacher(s)?

No difference	1
Teacher expects too much	3
Teacher is more patient	2
Teacher is more understanding	4
Teacher is more helpful	6
Other	5

10. Do you plan to stay in school this time, or will you drop out again?

Stay in	1
Drop out	2
Don't know	3
Other	4

11. If you have not made an attempt to go back to school, explain why.

Grades are too poor	1
Do not learn enough	2
Crowd is too tough	3
Am too old for that stuff	4
Conduct record is too bad	5
Want to get a job	6
Don't know how to proceed	7
Bores me	8
Will get into trouble	9
Other	10

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D. Personal Problems

1. Since the Project closed on August 15, have you been in any trouble with the police? (If "No", proceed to Number 4.)

Yes	1
No	2

2. What kind of trouble?

	Incident			
	A	B	C	D
Picked up on suspicion	1	1	1	1
Arrested and discharged	2	2	2	2
Arrested and held	3	3	3	3
Convicted	4	4	4	4
Put on probation	5	5	5	5
Sentenced to jail	6	6	6	6
Other	7	7	7	7

____

____

(Circle only the highest appropriate number up to and including Number 6; if Number 7 is appropriate, give details.)

3. What was the crime the Police talked about each time you had trouble with them?

	Incident			
	A	B	C	D
Gang Fight	1	1	1	1
Theft	2	2	2	2
Assault	3	3	3	3
Other	4	4	4	4

____

4. Have any other trainees been trouble with the Police since August 15?

Yes	1
No	2

Names: A. ____________________ B. ____________________
&
Addresses: C. ____________________ D. ____________________

5. What kind of trouble?

	Incident			
	A	B	C	D
Picked up on suspicion	1	1	1	1
Arrested and discharged	2	2	2	2
Arrested and held	3	3	3	3
Convicted	4	4	4	4
Put on probation	5	5	5	5
Sentenced to jail	6	6	6	6
Other	7	7	7	7

____

____

____

6. What was the trouble about?

	Incident			
	A	B	C	D
Gang Fight	1	1	1	1
Theft	2	2	2	2
Assault	3	3	3	3
Other	4	4	4	4

____

____

____

7. Have you had any trouble from guys you know who are jealous because they did not get into the Summer Project?

Yes	1
No	2

Tease me a little	1
Tease me a lot	2
Have had fights over this	3
Have stopped seeing these guys	4
Would like to move away from these guys	5
Other	6

____

____

____

E. History of "Significant Others"

1. Who do you live with?

Mother	1
Father	2
Step-mother	3
Step-father	4
Foster Parents	5
Grandmother	6
Uncle and Aunt	7
Other Relative	8
Other	9

Q. Since the Project ended on August 15, have these changes occurred?

	Found a Job	Lost a Job	Unemployed	Left School	Returned to School
Father	1	2	3	4	5
Mother	1	2	3	4	5
Older Brother	1	2	3	4	5
Older Sister	1	2	3	4	5
Younger Brother	1	2	3	4	5
Younger Sister	1	2	3	4	5
Other	1	2	3	4	5

2. (a) If a brother or sister has returned to school, dropped out, or considered either, did you talk to him/her about it before they made the move?

Yes	1
No	2

2. (b) After they made the move?

Yes	1
No	2

2. (c) If "Yes? to either 2 (a) or 2 (b), have you:

	A	B
Persuaded him to drop out	1	1
Told him to drop out, but he didn't	2	2
Persuaded him to return	3	3
Tried to get him to go back, but he wouldn't	4	4
Persuaded him not to drop out	5	5
Tried to get him not to drop out, but he wouldn't listen	6	6
Other	7	7

3. Has the family income changed?

The Same	Larger	Smaller
1	2	3

4. If "Yes", How?

5. Is the family receiving welfare aid? Yes 1
No 2

6. Is anyone in the family receiving unemployment insurance? Yes 1
No 2

7. (a) Who?

Father	1
Brother	2
Brother	3
Brother	4
Mother	5
Sister	6
Other	7

____

____

8. Have any babies been added to the family?

Names ______________________	None	One	Two	(Fill-In the number)
______________________	1	2	3	4

9. Have any deaths occurred within the family?

Names ______________________	None	One	Two	(Fill-In the number)
______________________	1	2	3	4

10. Has anyone left home to live elsewhere?

Names ______________________	None	One	Two	(Fill-In the number)
______________________	1	2	3	4

11. Has anyone moved into your home?

Names ______________________	None	One	Two	(Fill-In the number)
______________________	1	2	3	4

12. Has the family moved?

From Where	To Where
From Where	To Where

13. **Has any family member:**

		A	B	C
Name/s ________________	Been Arrested	1	1	1
Name/s ________________	Been Jailed	3	3	3
Name/s ________________	Been put on probation	5	5	5
Name/s ________________	Joined the military	2	2	2
Name/s ________________	Returned from the military	4	4	4

II. Value and Attitudinal Change

1. Looking back now on the Summer Project, how do you feel about:

	1. Morning Classes	2. Work Program	3. Evening Events	4. Relations with counselor	5. Whole Project
Waste of time	1	1	1	1	1
Poor	3	3	3	3	3
Okay	5	5	5	5	5
Useful	2	2	2	2	2
Great	4	4	4	4	4
Other & No Response	6	6	6	6	6

2. Why do you feel this way?

	1. Morning Classes	2. Work Program	3. Evening Events	4. Relations with counselor	5. Whole Project
Didn't help me get a job	1	1	1	1	1
Didn't teach me much	3	3	3	3	3
Other	5	5	5	5	5
Helped get me a job	2	2	2	2	2
Taught me much	4	4	4	4	4
Gave me hope	6	6	6	6	6
Other	8	8	8	8	8

3. Have you had any contact with other members of the project?

None	1
Pass them on the street	2
Chat briefly with some	3
Good friends; see often	4
Other	5

4. Did you make any new friendships at the Project that have lasted?

Yes	1
No	2

5. If "Yes", to No. 3 or 4, give the name and addresses of the boys you still see.

Old Friends	New Friends

(Old-known and friendly with before the Project)

6. How have you spent your spare (or full) time since August 15?

	After School	After Work	No School No Work
Hang around the corner	1	1	1
Go to the movies	3	3	3
Travel and see friends	2	2	2
Work around the house	4	4	4
Watch my younger brothers	6	6	6
Play basketball	8	8	8
Play pool	5	5	5
Play cards	7	7	7
Other	9	9	9

III. The Future

1. If invited, will you enter a Job Training Center?

Yes	1
No	2
Depends	3

2. Why will you join?

To get a job	1
To learn job skills	2
To improve my reading	3
To improve my math	4
To meet other guys	5
To get off the streets	6
To stay out of trouble	7
To get out of Philly	8
Have nothing else to do	9
Why not?	10
Other	11

3. What do you think your chances are NOW of getting and holding a good job?

Good	Poor	Non-Existant	Fair	50-50
1	2	3	4	5

4. Aside from the possibility of joining a Training Center, what are your plans for the future?

Keep looking for a job	2
Go back to school	4
Join the Armed Forces	6
Hang around corners	1
Poverty Program	8--Give Details
Other	3

5. If you have already tried to join the Armed Forces, what has happened?

	Army	Navy	Airforce	Marines
Took mental tests and failed	1	1	1	1
Took physical tests and failed	3	3	3	3
Rejected on Police record	5	5	5	5
Never followed-up initial interview	7	7	7	7
Passed mental tests	2	2	2	2
Passed physical tests	4	4	4	4
Await call-up	6	6	6	6
Other	8	8	8	8

6. What difference will the following features make in your plans to join a Training Center?

	Don't Like The Idea	Makes no Difference	Like The Idea
1. Center is in Philly	1	5	9
2. Center is two-hour car drive from Philly	2	6	10
3. No girl trainees on the site	3	7	11
4. Center has a Student Government	4	8	12

7. Are the times getting better or worse for guys like yourself?

Better	1
No Change	2
Worse	3
Depends	4

8. How are times changing?

	No	Yes
"War on Poverty" will help us	1	2
New jobs are opening up	3	4
Kids are taking school more seriously	5	6
Schools are being improved	7	8
Race barriers are coming down	9	10
People on the bottom have a new desire to improve themselves	11	12
Other	13	14

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IV. Communications Network

1. Name the 3 people you recall telling most about the Summer Project.

A Name ______________________ Address ____________________ Age________

B Name ______________________ Address ____________________ Age________

C Name ______________________ Address ____________________ Age________

2. What do you recall telling them?

	A	B	C
A nothing Summer	1	1	1
Would not join again	3	3	3
______________________________			
Want to go onto new Project	2	2	2
Enjoyed the Project	4	4	4
Learned a lot	6	6	6
Met some new friends	8	8	8
Other	10	10	10

____

____

3. What was the impact on them?

	Person A	Person B	Person C
Paid no attention	1	3	5
Asked me more	2	4	6
Wants to join a Project	8	10	12
Really envies me	14	16	18
Other	7	9	11

Would you mind if we chatted with them so that we can learn what sticks in the minds of people who have not been in our Projects, but have heard about them from participants?

V. Do you have any questions you would like to ask us? (Record these AFTER completing the interview and leaving the respondent.)

VI. HOME OBSERVATIONS: If interview is conducted in respondent's home, evaluate the home climate:

	Yes	No	No Knowledge
Home is crowded	1	2	
Home is neat and clean	4	3	
Home is warm and comfortable	6	5	
Home is decrepit	7	8	
Home is noisy	9	10	
Books are available	12	11	
Television is available	14	13	
Radio is available	16	15	
Children are carefully minded	18	17	
Parents have separate bedroom	20	19	
Boys and girls sleep in separate bedrooms	22	21	
Bathroom is inside home (If "No", explain)	24	23	
Play areas are near home	26	25	
Kitchen is a separate room	28	27	

VII. On the "Gap" - you can relay this information, and ONLY THIS:

Funds were not appropriated by Congress until early in October; this has delayed all the training programs.

The Human Resources Program is exploring details for setting up a new Training Center, and hopes to secure a contract from the Federal Government shortly after the 1st of the new year.

(Cont'd)

VII. Cont'd

A cadre of boys from the Summer Project will be invited to join the new project.

We will keep you informed, and want you to notify us of any address change.

(Give each subject a postcard addressed to the Human Resources Program. These cards are to be used to advise us of any address changes.)

VIII. Describe process of locating respondent.

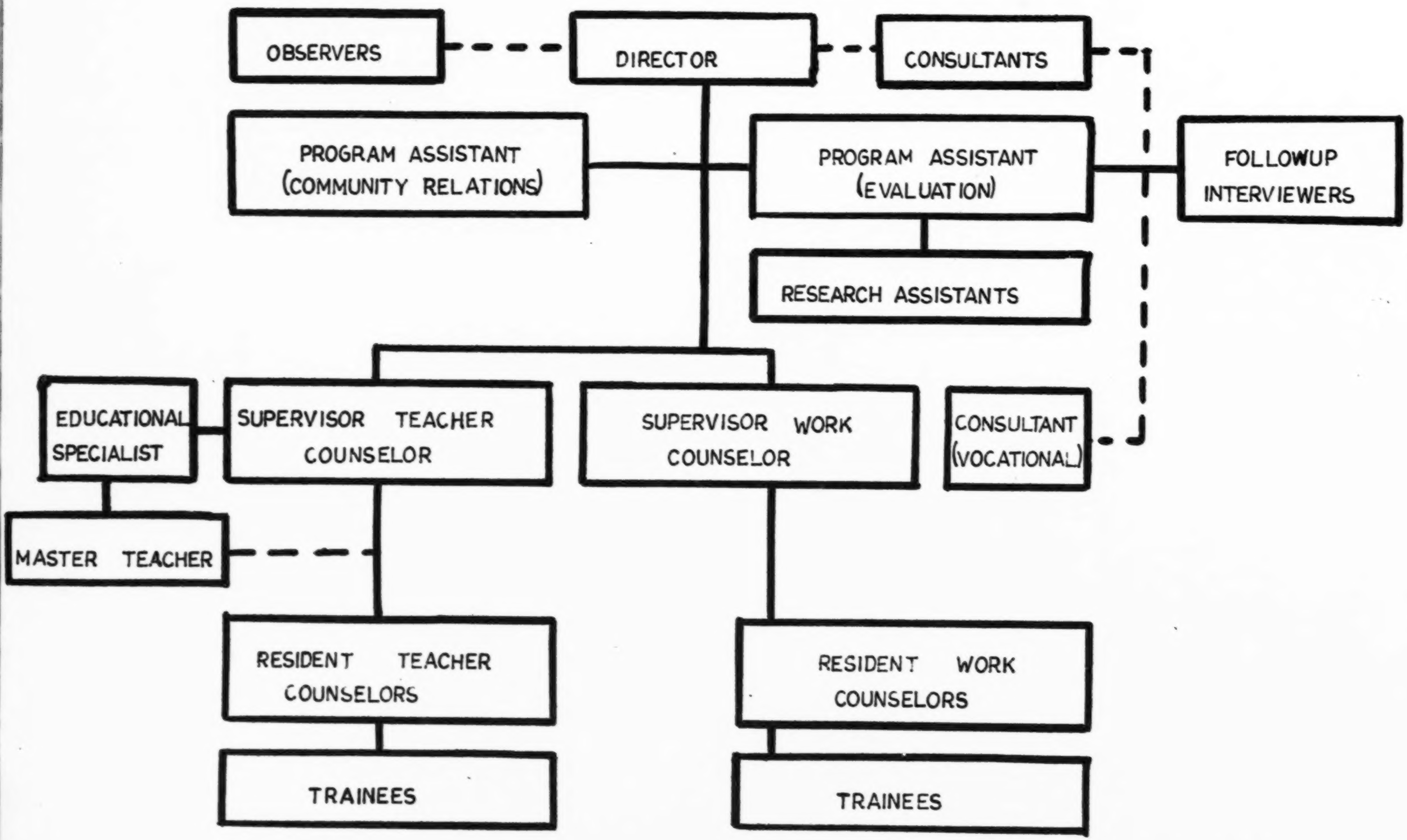
"Thank you for your cooperation."

APPENDIX II

STAFF ORGANIZATION

STAFF ORGANIZATIONAL CHART

SUMMER 1964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CONSULTANTS
PROGRAM ASSISTANT (COMMUNITY RELATIONS)
PROGRAM ASSISTANT (EVALUATION)
FOLLOWUP INTERVIEWERS
RESEARCH ASSISTANTS
EDUCATIONAL SPECIALIST
SUPERVISOR TEACHER COUNSELOR
SUPERVISOR WORK COUNSELOR
CONSULTANT (VOCATIONAL)
MASTER TEACHER
RESIDENT TEACHER COUNSELORS
RESIDENT WORK COUNSELORS
TRAINEES
TRAINEES

STAFF PERSONNEL

Howard E. Mitchell, Director

Tessie Okin, Program Assistant (Community Relations)

Arthur B. Shostak, Program Assistant (Education)

Arnold Feldman, Consultant

Rebecca Segal, Educational Specialist

Marcia Kleiman, Master Teacher

Patricia Bourne, Research Assistant

Marjorie Teaf, Research Assistant

Harold Bram, Supervisor, Resident Work Counselors

Albert Waxman, Resident Teacher

Edward T. Anderson, Resident Work Counselor

Gerald K. Barrish, Resident Teacher Counselor

Craig Karpel, Resident Work Counselor

Timothy Parsons, Resident Teacher Counselor

Lewis Segal, Resident Teacher Counselor

William W. Sales, Jr., Resident Teacher Counselor

Arthur Shriberg, Resident Work Counselor

Jerome Stone, Resident Teacher Counselor

Stephen J. Spector, Resident Teacher Counselor

Roger Tauss, Resident Work Counselor

A. B. Ahrenholz, Volunteer (Vocational)

Paul Guida, Volunteer (Vocational)

Everett S. Lee, Observer (Sociology)

Marvin E. Wolfgang, Observer (Criminology)

Gresham Sykes, Observer (Sociology)

Thomas A. Reiner, Consultant (Social Planning)

STAFF PERSONNEL (CONT)

Dorothea Hinman, Consultant (Language Skills)

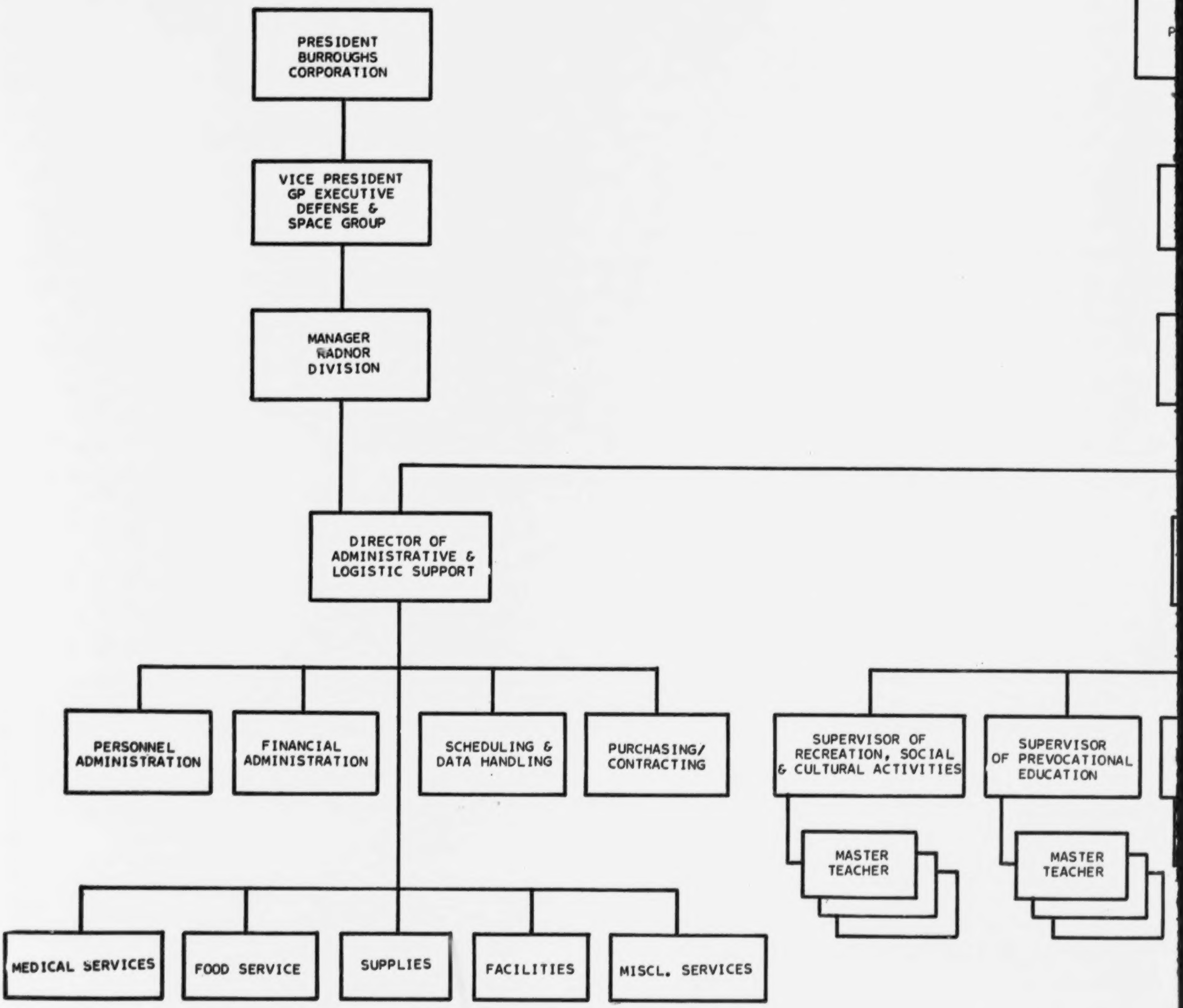
Paul Hogan, Consultant (Vocational)

Mary McQueen, Receptionist - Secretary

Howard E. Mitchell, Jr., Student Helper

Follow-up Interviewers (2)

ORG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SUPERVISOR OF RECREATION, SOCIAL & CULTURAL ACTIVITIES
MASTER TEACHER
SUPERVISOR OF PREVOCATIONAL EDUCATION
MASTER TEACHER
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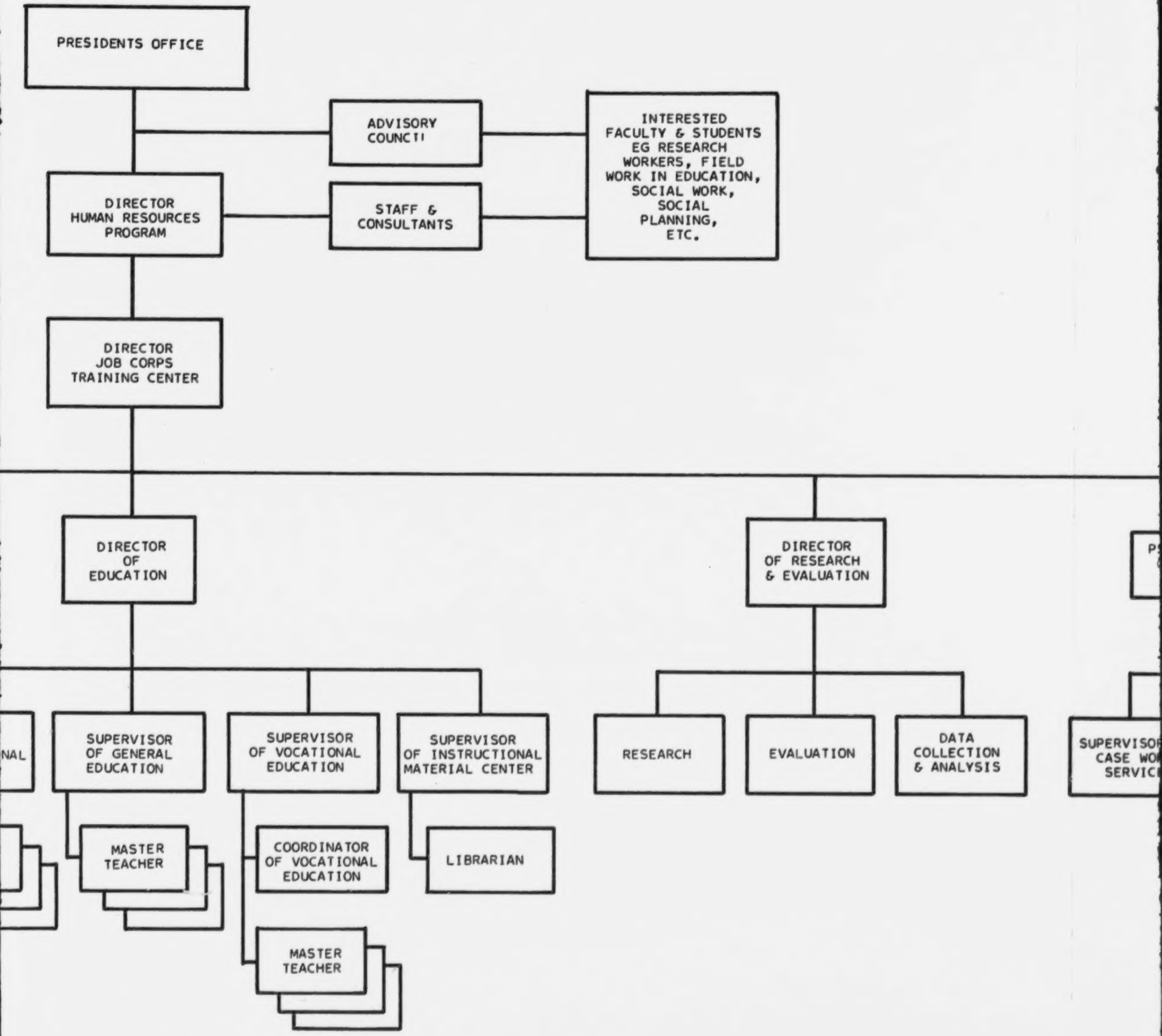
ORGANIZATION CHART, INDIANTOWN GAP JOB CORPS TRAINING CENTER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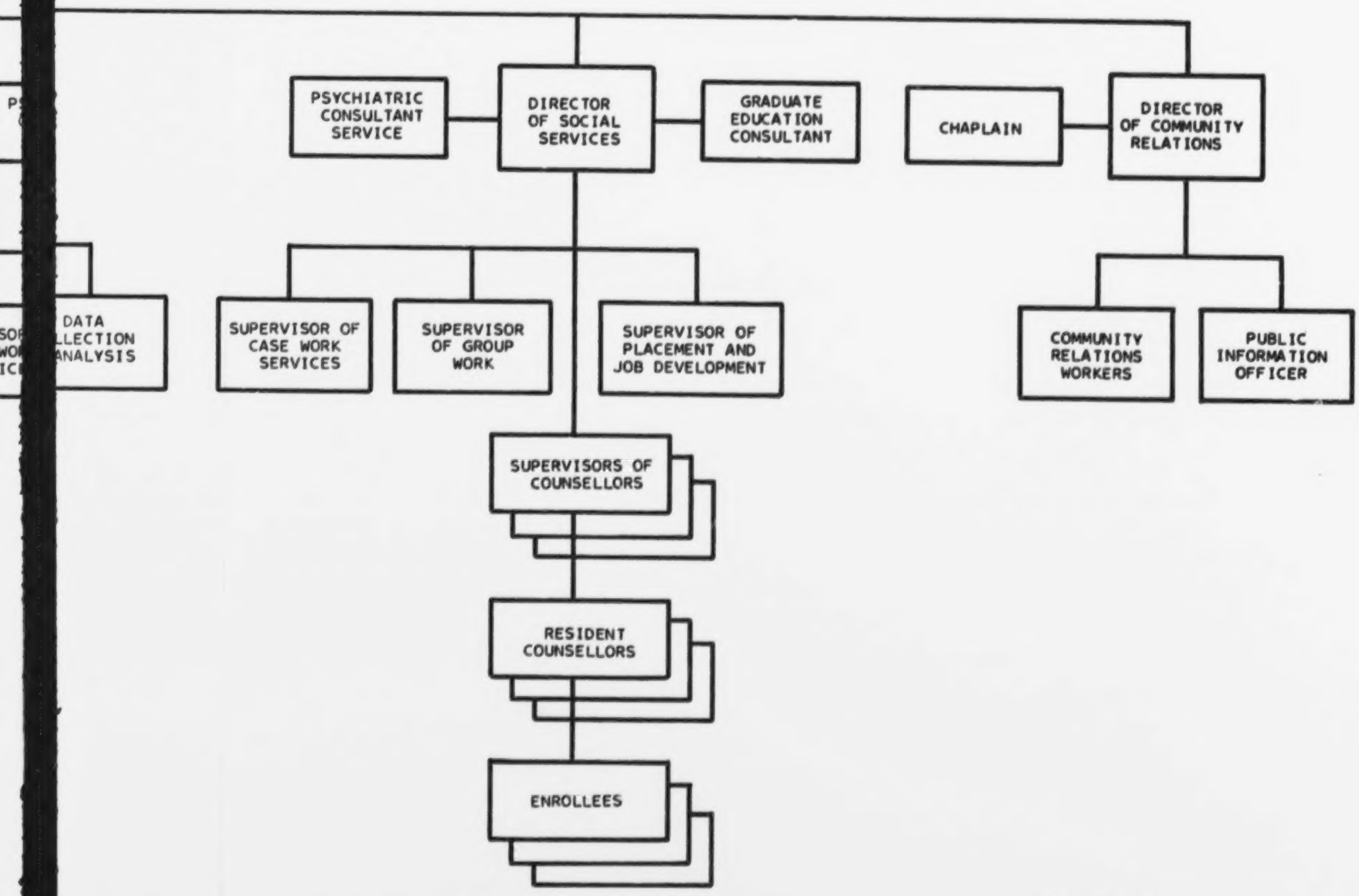
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CHAPLAIN
DIRECTOR OF COMMUNITY RELATIONS
SUPERVISOR OF CASE WORK SERVICES
SUPERVISOR OF GROUP WORK
SUPERVISOR OF PLACEMENT AND JOB DEVELOPMENT
COMMUNITY RELATIONS WORKERS
PUBLIC INFORMATION OFFICER
SUPERVISORS OF COUNSELLORS
RESIDENT COUNSELLORS
ENROLLEES

Figure III

APPENDIX III

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BIBLIOGRAPHY

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